REPORT RESUMES

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MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS. 15TH PROGRESS REPORT.

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IN THE DRAPER MANPOWER DEVELOPMENT AND TRAINING PROJECT, INITIATED TO TRAIN INSTITUTIONALIZED OFFENDERS IN TRADES, 810 INMATES HAVE BEEN TESTED FOR ABILITY, APTITUDE, AND EDUCATIONAL ACHIEVEMENT. A PICTURE VOCATIONAL PREFERENCE TEST WAS DEVISED TO OVERCOME THE GROUP'S VERBAL DISABILITY. OF THE 331 INMATES ACCEPTED FOR TRAINING, 231 HAVE GRADUATED, 63 ARE IN TRAINING, AND 37 WERE DROPPED. PROGRAMED LESSONS IN BASIC EDUCATION AND VOCATIONAL SKILLS HAVE BEEN DEVELOPED AND ARE AVAILABLE FOR USE WITH OTHER DISADVANTAGED GROUPS. INSERVICE TRAINING HAS ENHANCED THE CAPABILITIES OF THE STAFF, WHICH IS COMPLEMENTED BY COLLEGE STUDENTS WHO WORK FOR ONE SEMESTER. EFFORTS TO LOWER THE RECIDIVISM RATE INCLUDE A STUDY OF RECIDIVISTS, DEVELOPMENT OF SOCIALIZATION MATERIALS, PLANS FOR A TRANSITIONAL PROGRAM FOR RELEASEES, AND A COMMUNITY SPONSORSHIP PROGRAM IN WHICH VOLUNTEERS AND ORGANIZATIONS BECOME INVOLVED IN THE REHABILITATION OF THE PAROLEE. A PROGRAM TO DISSEMINATE FINDINGS IS UNDERWAY. (THE DOCUMENT INCLUDES A CONFERENCE PROGRAM, AN OUTLINE FOR A COURSE IN PERSONAL-SOCIAL RELATIONS, AND THREE PAPERS--"THE COUNSELING PROCESS IN AN MDTA PROGRAM FOR OFFENDERS," "A FOLLOW-UP REPORT OF A STUDY ON DRAPER'S COLLEGE CORPS," AND "DEVELOPMENT, EVALUATION, AND USE OF PROGRAMMED MATERIALS AS DEVELOPED IN THE DRAPER EXPERIMENTAL AND DEMONSTRATION PROJECT.") (AJ)

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15th Progress Report

March 1 - May 1, 1967

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT
for
TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS

Contract No. 82-01-67-36

OFFICE OF MANPOWER POLICY, EVALUATION AND RESEARCH
U. S. DEPARTMENT OF LABOR

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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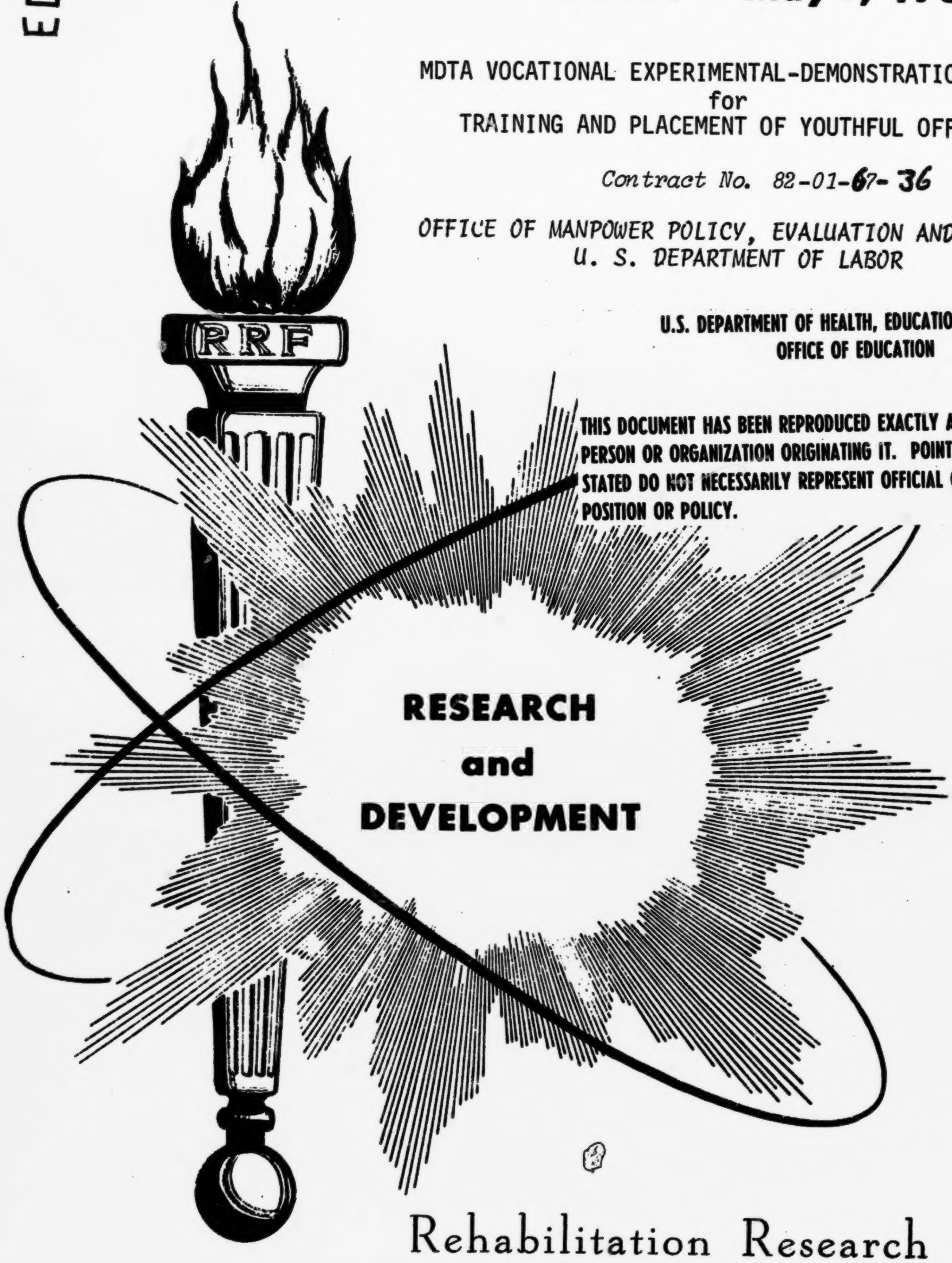

Rehabilitation Research Foundation
DRAPER CORRECTIONAL CENTER
ELMORE, ALABAMA

15TH PROGRESS REPORT

March 1, 1967 - May 1, 1967

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA

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Preface

This report on a special manpower project was prepared under a contract with the Office of Manpower Policy, Evaluation, and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

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OFFICE OF MANPOWER POLICY,
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Attention: Division of SPECIAL PROGRAMS

March 1, 1967 - May 1, 1967

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I. INTRODUCTION

A little over two and a half years ago the Draper Manpower Development and Training Project was established through the cooperation of the state and federal agencies which were responsible for the implementation of a correctional manpower program. Initiated as an experimental-demonstration project to determine the feasibility of manpower training for institutionalized offenders, the Draper project has attempted to draw together a variety of services in an effort to create a total program for the population it serves--a disadvantaged population which generally is unable to benefit from conventional vocational training programs.

By the end of this reporting period, a total of 810 inmates had applied for training. All were administered a battery of standard tests for measuring ability, aptitude and educational achievement. To facilitate vocational assessment procedures, the Counseling and Guidance Supervisor devised a picture vocational preference instrument which appears to be helpful in overcoming some of the problems created by the verbal disability of a disadvantaged group; data is being accumulated to validate this instrument.

A selection committee eliminated 200 applicants for various reasons, the primary one being that their sentences were too long. The remaining 610 inmates received prevocational training which familiarized them with educational and training opportunities afforded by the project. Of the 331 inmates accepted for vocational training, 231 have graduated; 63 are currently in training and will graduate in early June. The remaining 37 were dropped, 18 for "good" causes such as early parole, 19 for "bad" causes such as disciplinary action.

The Development and Use of Programmed Instruction

The original design of the project called for the use of programmed instructional materials as the primary instructional technique to upgrade the academic achievement level of each trainee, thereby equipping him to learn classroom theory related to his chosen trade. Programs are selected for use on the basis of the trainee's individual remedial needs. Guidelines for the use of this highly individualized diagnosis and prescription method have been developed, were included in previous reports, and are yet being disseminated. Trainees, who have available to them over 350 programmed courses, have realized an average gain of 1.4 grades per 200 hours of remedial education.

When the project began in 1964, there were few instructional materials available in the vocational training areas. To provide such materials for our target population, the project's Materials Development Unit has developed 34 programmed instructional lessons, most of which teach vocational skills. These lessons, along with a fractions package and lessons in personal-social development, have been field tested, revised, and used in the project. When properly placed in a curriculum, these materials, which are available from the University of Alabama, can be beneficial to other disadvantaged trainees. Continuing with a full work load, the MDU is now moving toward a multi-media approach to instructional problems.

Staff capabilities enhanced. Six former College Corpsmen entered related professional fields.

In-service training in instructional techniques, preparing job analyses, testing and evaluation, etc., has enabled qualified tradesmen to become skilled instructors. Other in-service training, such as management by objectives and understanding learning behavior and guided group interaction techniques, has enhanced the overall capabilities of the entire staff. Complementing the project's professional staff are college juniors and seniors who work for one semester or quarter after which they return to college, continue graduate work, or enter a profession. Eighteen college students have received experience and training in this program. Of these, six are working in such fields as the Neighborhood Youth Corps, corrections, and other areas of social work; seven are in graduate school; one is in law school; and four are in military service.

Job Development and Placement

State-wide newspaper, radio and television coverage of the project's activities and the fulfillment of 98 speaking engagements by staff members have resulted in increased public awareness of the project's work. Partly as a result of this intensive public relations program, employers throughout the state are willing to hire graudates of the Draper program. To date, 207 graduates have been released, 197 of whom have been placed in jobs. One hundred and sixty-one were placed in training-related jobs; only 36 had to be placed in non-related jobs. Other graudates whose holdovers were not resolved were released to other institutions.

Follow-up

Within the current reporting period, the Follow-up Counselors made 314 visits to or on behalf of our graduates, bringing to 1066 the total number of such calls made since the follow-up component of the program was initiated. Much of this increase can be attributed to the employment of an additional counselor, as reported in the 13th Progress Report. It has become apparent that the family counseling originally designed to be a part of the training situation has more naturally become a vital part of the follow-up program. The nature of follow-up activities permits counselors occasion for frequent contact not only with families, but also with the community service organizations whose resources are needed by many of these families.

Recidivists

While many of our graduates appear to be adjusting to the new responsibilities they face as free citizens, 46 of the 207 graduates released have recidivated. Thirty-two were reimprisoned for technical violations of parole; 14 committed new crimes. Three years, we feel, is the minimum time needed to establish a valid recidivist rate, and most of the experts agree. However one may define "recidivism"--and here the experts disagree--we feel that having only 22 per cent of our graduates return to prison at this point in time appears to indicate some behavior modification.

Follow-up Study

To assist in refining methods of rehabilitating the young offender, a study into the reasons for recidivism has been undertaken, using graduates of our program as subjects. Questionnaires have been developed and distributed, and the results are being tabulated as they come in. As soon as the results of this phase of our follow-up study have been compiled and analyzed, comparable data will be gathered on graduates who have been successful in maintaining their freedom. Findings of the total follow-up study should enable us to feed significant data into the development of Socialization Materials (a package of training materials), a proposal which has been submitted to the office of Manpower, Policy, Evaluation and Research, Department of Labor.

Community Sponsorship Program

We believe that the Community Sponsorship Programs being instituted throughout the state will increase the possibility of maintaining a relatively low recidivist rate. Such programs are designed to enlist community volunteers and utilize community service organizations to involve the total community in the rehabilitation of the offender. The crux of the program is the individual sponsor who volunteers to be a friend and who is willing to devote time and attention to the personal and emotional needs of someone who is trying to become adjusted to a new world. Hopefully, the sponsor will be able to influence the ex-offender during his adjustment period. It is too soon for us to evaluate the effectiveness of this sponsorship program, but we believe that the theory is sound.

Transitional Adjustment Program

Realizing our limitations and the fact that many controls are needed in a behavior modification program, we have submitted a new proposal to

OMPER for an E&D project under MDTA. We propose to develop a transitional adjustment program for prison releasees and an alternative to incarceration for probationers. Each participant will have his own prescribed program with 24-hour supervision. Services to be included are basic or remedial education, recreation, development of personal-social skills, vocational training and job placement. If physical or mental treatment is required, the appropriate community agency will be called upon to render such service. In every instance where services are already available in the community, we will take advantage of them as needed.

One objective of our transitional adjustment proposal is to control as much of the environment as possible, since environment influences much of our learned behavior. By furnishing or arranging for desirable living and working conditions for the released prisoner, we expect to effect behavior changes which would keep him from violating parole rules or regulations. We also expect criminal behavior to be decreased to a point where he would not recidivate.

Dissemination

Finally, an active program which disseminates findings of the Draper E&D project is under way. Regional conferences are being planned to disseminate guidelines for planning, organizing, implementing and evaluating a correctional manpower program and to stimulate interchange of experiences among similar projects to help others who plan future programs for correctional populations. Hundreds of requests are filled each month for published material outlining the experiences of the project in the above mentioned fields. Staff members are receiving numerous requests to serve as consultants to projects in correctional and related fields.

During this reporting period, our MDT project has assisted Cook County Jail, Chicago; the Neighborhood Youth Corps of Montgomery, and the Florida Division of Corrections in developing E&D projects. A proposal for renewal of the on-going Labor Mobility Project at Tuskegee Institute received our review and suggestions.

New courses begin June 19

A new group of trainees will begin classes on June 19. At that time, we plan to institute a different incentive program for productivity in remedial work, for these students will have already had basic education prior to vocational training. Feedback data from the follow-up studies are being considered in planning for other phases of the program, such as vocational and supplementary course work. Particularly will such data be useful in the area of personal-social development which seeks to train the very mobile inmate to stay on the job. For instance, one former trainee reported to us that his being paid for a week's work on Thursday, then working Friday and having his employer "owe him" for a day's work as the ex-inmate approached a week end of leisure, gave him an incentive to return to the job on the following Monday. This type of feedback from former trainees is essential to the refinement of our ongoing program if we are to attack specific behavior problems.

II. PURPOSE AND E&D FEATURES

The purpose of this experimental-demonstration project is to provide a special program for the selection, counseling, testing, assessment, training, placement, and follow-up of inmates and released graduates of the previous projects whose variety of problems prevents their profiting from conventional programs in vocational training. Programmed instruction and several allied training methods are being developed and used to instruct the inmates in an effort to overcome their defeatist attitudes. Reduction of vocational training time without sacrifice of quality or quantity is a project goal. In order to make this program beneficial to other prison systems and similar training programs for the disadvantaged, guidelines will be prepared for dissemination and utilization.

The specific features of the program will seek to demonstrate the following:

1. Institutionalized offenders can be successfully selected, tested, assessed, counseled, and trained for a vocation.
2. Programmed materials can be prepared that will produce very efficient learning for the disadvantaged student.
3. Employers throughout the state of Alabama can be induced to hire parolees who have completed training in this program.
4. Intensive vocational and personal counseling can assist in modifying the psychological and behavioral problems of these inmates and enable them to become employable persons who are capable of adjusting to the demands of free society.
5. Early screening and evaluation of potentially eligible candidates for training will allow those with marked basic education deficiencies to take academic subjects prior to their vocational training courses. As a result, they will be better prepared to learn more in their trade area.

6. Direct family counseling can effect an easier transition from the prison to the home and can also improve the community's acceptance of the parolee.

7. Male college students employed by the project can receive qualified field training in rehabilitation and will enter this professional field upon graduation from college.

8. Volunteers can be recruited from surrounding communities to assist in the personal-social prerelease program.

9. Community involvement can be generated to establish local committees to sponsor individual inmates who will be paroled to the community.

10. Recommendations for a permanent vocational rehabilitation program for the correctional system can be formulated from the evaluation data accumulated by the project in the pursuit of its goals.

11. Guidelines for cooperation and facilitation among prison authorities, separate paroling authorities, and other cooperating agencies can be disseminated to and utilized by groups who desire similar programs.

12. Information and procedures in planning, organizing, and implementing a vocational training program and a community follow-up program can be prepared to assist others in establishing similar programs for offenders or delinquents.

13. A recidivism study can uncover reasons an inmate graduate of the vocational training program is sent back to prison; and from this study, techniques can be developed that can reduce the recidivism potential of future graduates.

14. An evaluative analysis of each E&D feature can be made to determine specific elements of success and failure.

III. ADMINISTRATION

Staff changes during this reporting period affected several major areas of the project's activities: dissemination, job development and placement, follow-up, basic education and one vocational course. On March 7, a Public Information Specialist, Mrs. Christian B. Learning, was hired. The Public Information Coordinator prepared and supervised her indoctrination program. Following this indoctrination, work began on news releases and other public information projects.

The Public Information Coordinator resigned suddenly at the end of the reporting period because of increasingly ill health. He was in the pivotal position of planning for a forthcoming dissemination conference, and it was felt that the project could not afford to lose time by suspending activities while seeking a replacement. Accordingly, the Historian was appointed Conference Coordinator for the first conference, and the Public Information Specialist was named Assistant Coordinator. For the duration, the Historian's assigned duties will be shared between her and the Public Information Specialist.

Job development, placement, and follow-up were adversely affected during this reporting period. The Placement Officer took a leave of absence during the last month of the period, and one of the two Follow-up Counselors had a lengthy hospital stay. We anticipate that both of these men will return during the next reporting period.

The Basic Education Instructor resigned to accept a position as Basic Education Instructor at Atmore Prison, Atmore, Alabama. His resignation took effect when there were only four weeks of classes left. Since the College Corpsmen were well trained and were receiving daily supervision from the Supplementary Instructor, it was decided that they would conduct these classes until they ended in early June. The Instructor for Prevocational Basic Education, whose courses will also end in early June, will assume charge of the Basic Education classes at that time.

Finally, Charles Cobern, our Welding Instructor who resigned effective February 28, was replaced by George Ravencraft. Qualifications of new staff members appear in Appendix A.

Informal staff planning meetings were held throughout the reporting period, but when the Public Information Coordinator resigned, we postponed formal, in-service training until after the Montgomery dissemination conference. Preparations for the conference and the above-mentioned shortage of staff also meant that the Student Orientation Packet had to be delayed.

Two College Corpsmen, employed during the last reporting period, are receiving credit from their schools for their service in the project. Ed Hawley, employed January 30, is earning three semester hours practicum credit toward his degree in Business Administration. Don Pinckard will graduate from Troy State College upon the completion of his work in the project for which he will receive 15 semester hours credit toward his degree in Psychology. Both corpsmen are assisting with the remedial instruction which is provided inmate trainees concurrently with vocational training.

Work continues on the recidivist study. The cooperation we receive from the Board of Corrections facilitated interviews with graduates who are reimprisoned. The final questionnaire for interviewing the graduate's family was successfully revised, and these interviews have begun. Members of the follow-up staff have been visiting recidivist graduates, their families, and their employers in several geographic areas of the state. However, the obvious necessity to continue with the on-going work of the project and the lengthy illness of one staff member, a follow-up counselor, meant that we were unable to complete all family interviews during the past reporting period.

Data elicited from our recidivists, their employers, a few families, and parole supervisors are currently being compiled, analyzed and evaluated under the direction of the Supervisor of Counseling, Guidance and Evaluation in an attempt to uncover factors which may have led to a man's failure to adjust to the responsibilities of living in a free society. The subjects' failure to create new relationships and to spend leisure time in constructive activities and in locales other than those they frequented before their previous incarceration appears to have contributed to their recidivism. If this trend is validated, it is imperative that our newly created community sponsorship programs (see pp. 33-34) be brought to bear on this facet of the recidivism problem. The findings of our study should strengthen the message of Draper's E&D dissemination effort and perhaps give more conclusive evidence of what type of program is needed in our proposed community-based transitional facility. It will certainly lay the groundwork for the next phase of our follow-up study on graduates who, at this point, are adjusting to the responsibilities of their freedom.

The Program Director and the Project Director attended the Region IV Bureau of Adult and Vocational Education Conference March 7-10, 1967, in Atlanta. The Project Director was on a program for Basic Education Supervisors, and the Program Director addressed the session on "Instructional Materials for Occupational Training." See Appendix B for a copy of the address "Development, Use and Evaluation of Programmed Materials as Developed in the Draper E&D Project."

On April 1, the Historian addressed the Joint Legislative Council of Alabama in Birmingham on "Rehabilitation of the Public Offender."

Two instructors and 75 students from the Florida State University visited the project on March 17. See Appendix C for a copy of their schedule and places visited on the tour.

On March 27, Dr. Charles Phillips again visited the project. He was accompanied by Roy Chelgren of the Bureau of Employment Security and Dr. Garland Wollard, Director of Education, U. S. Bureau of Prisons. Their two-day visit was to examine the project's capabilities in relation to the forthcoming dissemination conference.

The Supervisor of Counseling, Guidance and Evaluation attended the annual convention of the American Personnel and Guidance Association in Dallas, Texas, the week of March 19-23. Recent studies in the counseling profession as well as innovative programs in counseling on rehabilitation, employment, and testing at the elementary and secondary levels were included on the convention agenda. Other programs focused on evaluation and measurement of the disadvantaged, college personnel work, and cross-cultural and international topics.

The Supplementary Instructor attended a Symposium on Interpersonal Relationships in Hot Springs, Arkansas, April 19-20. The topics discussed at this symposium were of great help in implementing the guided group interaction work in the supplementary classes. We also hope to train instructors in these methods so that guided group interaction can be utilized in vocational classrooms as well.

Consultant services were provided by the Project Director for several organizations. Included among them were Mobile's (Alabama) mental health program, the U. S. Office of Education's Adult Basic Education program, and the Neighborhood Youth Corps in Montgomery.

A proposal which would create a statewide advisory committee to plan for the rehabilitation of the public offender has been suggested by the

Director of Alabama's Division of Vocational Rehabilitation and Crippled Children's Service. Planning sessions with the Commissioner of Corrections and the Alabama Vocational Rehabilitation Director are under way. Such a proposal, when formulated, will be submitted to the U. S. Office of Education, Division of Vocational Rehabilitation.

See Appendix C for other visitors and staff activities.

On April 10, the project was asked to display its work at the Crime Research Exhibit of Congressman James H. Scheuer (N.Y.). The exhibit, which would illustrate various means of crime control, research and technology, would be viewed by congressmen, senators, government employees, and members of the Washington press corps. Although we had no formal display prepared, we were anxious to take advantage of the opportunity to present the project's activities, aims, and achievements to this important audience. Staff members from all departments were called together in a brainstorming session to conceptualize a portable display which could be quickly put together. It was decided to use a Velcro board and two groups of photographs that would illustrate the activities of both projects in which the operating agency is engaged. The services of a commercial photographer were contracted for. The MDU Artist selected an attractive color scheme, lettered all the signs, and prepared the layout. The Public Information Specialist prepared fifty press kits utilizing materials available in the publication files and duplicate copies of the photographs mentioned above. The project's Sign Painting class, using a silk-screen process, lettered the press kits. The display, press kits, and handout materials were prepared less than five days after receipt of the invitation to participate in the Crime Research Exhibit. The Project and the Program Director carried the display to Washington and represented the project at the Exhibit. (Refer to Appendix C for news release.)

Much of the current reporting period was devoted to preparation for the first dissemination conference. During Dr. Phillips's visit on March 27, preparations were made for a mini-conference to plan for the first dissemination conference. This mini-conference was held in Washington April 3-4, and was attended by the Project Director, Program Director, and Public Information Coordinator. Returns from the questionnaires mailed during the previous reporting period were compiled to determine the specific areas of interest by percentages (refer to 14th Progress Report), and a projection was made of the number of persons interested in attending such a conference. Appendix D contains a summary of this data. At the mini-conference, it was decided to aim for three or four regional conferences to encompass the entire country. The date of the first conference was set as May 22-25. It will be held in Montgomery; the second conference was tentatively set for late July in Houston, Texas. Initial invitations will be restricted to five agencies: corrections, pardons and paroles, vocational rehabilitation, vocational education, and employment security. Each agency will be invited to send two representatives. Attendance at the first conference will be limited to the states of Florida, Georgia, Alabama, Tennessee, South Carolina and Mississippi. Representatives from federal funding agencies and state and federal cooperating agencies will also be invited, as will teams from two other pilot projects in this field, Lorton (Virginia) and Rikers Island (New York), and the South Carolina "Project First Chance." Having these four projects represented will not only provide for a dissemination of guidelines, but will also permit an interchange of experiences.

The Public Information Coordinator and Public Information Specialist prepared two letters: one was sent to people who would be invited to one of the later conferences, and the other was sent with a brochure to those who were invited to attend the Montgomery conference. The brochure contained a general outline of the program and a reservation card, which we requested be returned by May 15. See Appendix D for a copy of the tentative program.

IV. COUNSELING

During this reporting period, the confidential problems list prepared by each trainee (see 14th Progress Report) was given priority. Thirty-eight letters were written to trainees' families, district attorneys, judges, and parole supervisors. Interviews were conducted with current trainees about every imaginable type of problem. Sixty-two of these interviews were conducted after referral of trainees by instructors. Seventeen were conducted as a result of trainees' requests; these interviews were held after receiving the instructors' permission.

During this period, tentative plans were made for interviewing trainees currently enrolled in the basic education (prevocational) course. This interviewing will be done preparatory to the beginning of new trade classes in June.

One interesting case warrants reporting in this section because it vividly illustrates the counseling process and the effect of the project on the lives of the inmates participating in it. Two current trainees were interviewed repeatedly concerning related holdovers. After careful consideration by the trainees and by the counselor, it was agreed to request a disposition of these two holdovers. A request for disposition was made from the project's counseling office to the U. S. Attorney. He was informed in detail of the vocational training program of the MDTA project. His reply indicated that formal requests for disposition would be entertained if submitted immediately. Requests for early hearings were prepared for the trainees' signature, then sent to the U. S. Attorney. The requests were granted, and the trainees were transported to Mobile, Alabama, for the hearing. The following day their cases were disposed of to the satisfaction of all concerned. The concurrent sentences they received for these holdovers will expire just prior to expiration of the state sentences now being served. In handing down his decision, the judge made it clear to the trainees that the concurrent sentences were given because they were participating in the rehabilitation project. He also told each trainee that if he were paroled by the state, no objection would be raised by the federal court. It was apparent that the project and its reputation had a bearing on the favorable disposition of these holdovers.

The counselor will hold weekly sessions with these two trainees. He will be assisted by the research analyst who has frequently been called upon in the past to perform in a counseling capacity. It is felt that the one-to-one ratio of counselor to trainee and the fact that the research analyst is a Negro, as are the two trainees, will enhance the value of the counseling sessions. This increase in frequency of interviews is an experiment to determine if the behavior pattern of one or both of these students can be materially altered as a result of increased counseling. The results of this experimental approach will be given in a later report.

The Supervisor of Guidance, Evaluation and Counseling has prepared an address for delivery at the forthcoming dissemination conference. Entitled

"Counseling in an MDT Program for Offenders--Emphasis: Problems," the address deals with situations encountered in the project's counseling program and the four main categories of problems presented. A copy of this address appears in Appendix E.

Questionnaires were sent to former members of the College Corps; on the basis of the returns, a follow-up report on the former College Corpsmen was prepared. This report summarizes the purpose of the College Corps, its achievements, and its effect on the participants and capsules current activities of these former employees. The report is contained in Appendix F.

The current reporting period reflects a higher dropout rate than we have experienced in the past. The chief cause was infringement of prison regulations by our students and subsequent disciplinary action taken against them. Several were transferred to other institutions; others were questioned or confined for such lengthy periods of time that it was impossible for them to resume training.

Current Enrollment:

Class	Enrollment	Number Dropped	Reasons	
			Good	Bad
Auto Service Station Mechanic-Attendant	13	3	xxx	
Barbering	11	1		x
Basic Education	49	5		xxxxx
Bricklaying	15	5	xx	xxx
Electrical Appliance Repair	13	2	xx	
Sign Writer, Hand	12	4	x	xxx
Combination Welding	15	1		x
	128	21		

The above table illustrates the number of students dropped from the current enrollment, by class. A breakdown of the factors causing dropouts follows:

Auto Service Station Mechanic-Attendant.

Two of these dropouts had "good time" restored and were released from prison earlier than anticipated. The third was dropped because he was undergoing medical treatment which necessitated his being absent from 13 of 28 classes.

Barbering.

This student was dropped for misconduct. He was disciplined by prison authorities and transferred to a maximum security institution.

Basic Education (Prevocational).

Four students could not be encouraged to make progress in training despite the instructor's efforts to change curricula, counsel, and otherwise motivate them. When all efforts failed, they were dropped. The fifth student was dropped because he constantly agitated other students. His actions culminated in a fight after which he was dismissed from the course. Prison authorities transferred him to a maximum security institution.

Bricklaying.

Two trainees were dropped for good cause. One had convinced himself that he would be a total failure as a bricklayer. Despite repeated counseling attempts to motivate him, he persisted in requesting that he be removed from the course. The other trainee had "good time" restored; his early release from prison had not been anticipated at the time of his enrollment.

Three bricklaying trainees were dropped for bad cause. One was dropped for misconduct, subsequently disciplined by prison authorities, and transferred to a maximum security prison. The second could not adjust to training, made no progress in the course, and refused to attend remedial classes. The third was transferred from Draper to a county jail to be tried on another charge. He and 10 others escaped from the jail and were recaptured. Authorities have notified the project that it will be some time before this trainee is returned to Draper.

Electrical Appliance Repair.

Both trainees were dropped for good cause. One could not handle the course work. He needed basic education and was transferred to Prevocational classes. The other trainee was kept in an agitated state of mind by seemingly overwhelming marital problems. He was unable to concentrate on the training program. Attempts to counsel him proved futile, and he was dropped at his own request.

Sign Writer, Hand.

One trainee was dropped for good cause; he lacked the basic education necessary to perform the requisite class work. He was referred to the Prevocational course and will re-enter vocational training in June.

Three trainees were dropped for bad cause. One was habitually tardy and made no effort to correct this situation. Another was under investigation by prison authorities for glue sniffing and was confined for a portion of the 19 days he was absent from classes. He was dropped because it would have been impossible for him to catch up on his work assignments. The third trainee repeatedly failed and/or refused to perform assigned class and shop work. When counseling efforts failed to effect a behavior change, he was dropped.

Welding.

One trainee in this course was dropped for bad conduct. He was subsequently disciplined by prison authorities and transferred to a maximum security institution.

V. TRAINING

It is the responsibility of the State Division of Vocational Education to administer the program at Draper Correctional Center through the designated training agency, the Rehabilitation Research Foundation, in cooperation with the Board of Corrections. The program is approved by the State Director of Vocational Education. Supervision for organization and development of the program is provided by the State Supervisor of Manpower Development and Training. The Project Director, with the aid of consultants, planned and organized the training program, as well as the experimental-demonstration phase of the project. Direction and coordination of all phases is the responsibility of the Program Director.

Program Purposes and Objectives

A primary purpose of this program is to adapt to traditional vocational training certain recently developed but proven teaching techniques which are now being applied with success (generally, under the name of programmed instruction) by various agencies such as the Training Branch of the U. S. Communicable Disease Center, the U. S. Air Force Staff and Training Command, the Agency for International Development, and many schools and industries. We are developing programmed materials for several basic trades for which such materials do not now exist or are not available. Materials are also being developed for teaching personal-social skills. These programs are designed to individualize training for the target population. Our further purpose is to develop the necessary guides that will make such materials and their proper use feasible for both correctional and public educational institutions.

The specific purposes of the training phases of this project are as follow:

1. To select and train a group of incarcerated, youthful offenders for several useful trades. The selected courses for the project under our new contract are as follow: Combination Welding, Electrical Appliance Repair, Automobile Service Station Mechanic-Attendant, Barbering, Bricklaying, and Sign Writer, Hand. Former courses Technical Writing and Radio-Television Repair were cancelled for reasons previously stated.
2. To significantly reduce the preparatory and vocational training time through the construction of programmed materials of two kinds;
   a. Programs that serve as adjuncts to existing training materials making these materials easier for the student to understand.
   b. Programs that replace existing materials, particularly those that are most inadequate for the more difficult parts of a training job.
3. To assess ways of improving the training and programming activity and to insure proper placement and guidance of the trainees after parole.
4. To make available to correctional and public educational institutions both the training materials and the procedures for their use.

The MDTA codes, occupational titles, DOT codes, length of training and the number of trainees for each course are shown in the table below:

CODE	TRAINING AREA	DOT	LENGTH OF TRAINING	NUMBER OF TRAINEES
Ala-(M)7005-001	Basic Education	-------	20 weeks	44
Ala-(M)7005-002	Electric Appliance Repairman	723.381	52	11
Ala-(M)7005-003	Cancelled-formerly Radio-TV Repair	-------		
Ala-(M)7005-004	Automobile Service Sta. Mechanic-Attendant	620.381	26 weeks	10
Ala-(M)7005-005	Barber	330.371	26 weeks	10
Ala-(M)7005-006	Sign Writer, Hand	970.081	52 weeks	8
Ala-(M)7005-007	Bricklayer	861.381	26 weeks	10
Ala-(M)7005-008	Combination Welder	812.884	26 weeks	14
			Total	107

Prevocational (Basic Education)

A. B. Hester, Instructor

Prevocational basic education classes were scheduled to begin 20 weeks prior to the next vocational classes. It was decided that students would not be admitted to these prevocational classes after the first 10 weeks. There were 173 inmates who applied for admission to these courses; 124 could not be accepted because of the length of their sentences. By the end of the first 10 weeks, 49 students were enrolled. During the current reporting period, five students had to be dropped. The table and data on page 18 outline the reasons for dropping these students.

Vocational

All six vocational training classes are proceeding according to schedule, and most classes have an enrollment which permits the instructor to use both individual and group methods.

Barbering Ahead of Schedule

James A. Graham, Instructor

The Barbering class is slightly ahead of schedule. The extra time gained thus will be used to review slides, films, and other visual aids which are so effective in teaching. Two of the ten students in this course have maintained 98 percent averages in their classroom studies; it is significant that these two men are also the best readers in the class. One student in this course has a 3.5 grade level. Although his low educational level has not hindered him in the practical work phase of the course, the instructor has explained to him that he will be restricted to employment in an area that does not require a written examination for a barber's license. The trainee understands the situation and is prepared to adjust accordingly.

Bricklayers Build New Classrooms

Cecil D. Norris, Jr., Instructor

All the inmates participating in the vocational training have watched activity in the present Bricklaying class with enthusiasm. This class is constructing a combination classroom and storage area adjoining the concrete slab presently used for bricklaying work. The classroom is 12 feet wide and 24 feet long, and the storage room is 12 feet by 10 feet. The floors were constructed of poured concrete, interior walls of concrete blocks and exterior walls veneered with common brick. The students in this class have been motivated to do their best in building this classroom. Those who are doing their best work are allowed to work on the project; those who are lagging behind are sent to the shop for more practice before being allowed to return to the building site. We anticipate that this building will be completed by the next reporting period.

Electrical Appliance Repairmen Concentrate on Refrigeration

J. D. Kilgore, Instructor

The Electrical Appliance Repair class has been concentrating on refrigeration during this reporting period. Study of texts has been supplemented with practical work on a number of refrigerators donated by local business firms. At least two students in the present class do work the equivalent of that done by a first-year apprentice. One boy has had previous experience in the field. The other has overcome his handicap of an extremely low educational level by hard work and a determination to succeed in his studies. During recent practice work, this man, unassisted, completely refurbished a non-operative refrigerator, then sanded and painted it. The instructor's evaluation was that this student's efforts converted the refrigerator into a usable second-hand appliance. One other student has presented a behavior problem throughout this course. He has always been shifted from one environment to another, and he states that he is unable to settle in one place or into one job. The instructor has been working very hard with this student, referring him to the counseling staff, bringing the other students into the picture, and using numerous other techniques to motivate him. It appears that these efforts have been successful as his grades have become satisfactory, and he shows a decided aptitude for this work.

Auto Service Station Curriculum Must be Flexible

Grady M. Meredith, Instructor

The Auto Service Station Mechanic-Attendant course is proceeding on schedule. Providing trainees practical experience in the shop has been a continuing problem. Trainees in this course receive shop experience on staff cars which are brought in for various repairs, washing and waxing, etc. Because of this, it is impossible for the instructor to make any long-range plans for what he will teach when. There does not appear to be any feasible solution to this problem. One factor which has helped to alleviate this problem is a busy schedule. When an individual brings in his car on Friday to be washed and waxed and discovers that there are ten others ahead of him, he is likely to schedule service or repairs with this instructor considerably ahead of time in the future. Such early scheduling helps the instructor plan his work to correspond with the individual training needs of his students.

The ASSMA instructor has often pointed out facets of the rehabilitation process which need to be dealt with more effectively. One is the need to train instructors in guided group interaction. The administration realizes this need and is preparing further guidelines and sample questions, etc., for use by instructors who wish to institute this interaction in their classes. We hope to have this material completed by the next reporting period.

Sign Painters Assist Elmore County

Ben F. Harigel, Instructor

The Sign Painting class has been reduced considerably in size. (See Counseling section.) Much of the reduction can be attributed to the demanding nature of the work and the motivation of many of the students in this class. We have stated before that the primary motive for many applicants to the project is a desire to get away from the prison farm. A majority of such students later discover in the work they are doing the motivation necessary to continue in the course. Those few who cannot be motivated tend towards disruptive behavior both in class and inside the prison. They eventually become dropouts for "bad" cause. Students in the Sign Painting Class have been involved in a community service project for the past reporting period. Elmore County provides the materials and the students the skills needed to create "Slow, Children Playing" and "No Dumping" signs which the county could otherwise not have afforded.

Supplementary Classes Concentrate on Subjects Pertaining to Release

W. Malon Graham, Instructor

With graduation now about two months away, students in the Supplementary classes are beginning to concentrate on the subjects which seem to be most important in terms of a return to society (how to apply for a job, job habits, civic responsibilities, parole responsibilities, establishing credit, and other personal and social skills). Most of the time in these classes will be devoted to improving attitudes and dealing with problems, both general and specific, that students now have or anticipate having upon release. See Appendix G for an outline of the Supplementary course content which was prepared for dissemination at the Draper Conference to be held in Montgomery May 22-25.

Shop Supervision Activities

James R. Loe, Shop Supervisor

"Scrounging" materials and equipment is a necessary and significant part of operating an experimental and demonstration MDT project. This is particularly true when it comes to acquiring practice metals, etc. for some of the vocational shops. With the resignation of our welding instructor, the Shop Supervisor had to acquaint the new instructor with methods for obtaining metal for the welding students to use in their training. While community industries are most cooperative in supplying scrap metal to the project, it is necessary to follow certain procedures. For instance, one company requires that the scrap metal be returned to a junk yard when it has served its purpose in the project. Another problem is that of securing trucks to haul the steel or metal once it has been obtained. The Board of Corrections is very cooperative about assisting us when trucks are available. However, the Shop Supervisor hauls as much material as possible in a trailer and calls upon the Board of Corrections only as necessary.

Safety is an important factor in vocational instruction. For some time, we have tried to work out a plan with the American Red Cross to provide first aid training to students and instructors in the Draper Project. The

Red Cross, while wanting to assist us, has not had an instructor available to come to Draper from Montgomery. We, therefore, made arrangements with an instructor in the State Department of Health who was willing to come to Draper on a state holiday. Four hours were allotted for instruction in First Aid and Medical Self-Help, from 12:30 to 4:30 on April 13.

In preparation for this instructional session, two films were shown in the Supplementary classes; one dealt with shock and artificial respiration, the other with tourniquets.

The instructional session was attended by students and instructors from the Auto Service Station Mechanic-Attendant and Welding classes, the Supplementary Instructor, and the Shop Supervisor. The instructor brought some demonstration material; the institution provided blankets, a litter, splints, and bandages. Six topics were covered: artificial respiration, bleeding and bandaging, fractures and splinting, transportation of the injured, burns, and shock. Students participated in the demonstrations of bandaging, carrying the injured, making splints, and treating shock.

Accidents on the training site in the past have emphasized the need for this instruction. It was very well received by the students participating, and we are now trying to arrange similar instruction for future classes.

VI. MATERIALS DEVELOPMENT UNIT

During this reporting period, work was begun on the package, "Communicative Skills for Auto Mechanics," described in the last report. Project staff members met with subject matter specialists John Price, Automobile Repair Instructor, Patterson Trade School, Montgomery, and Carey Reagan, Automotive Repair Shop Owner, to prepare a preliminary job analysis. A second meeting will be held as soon as possible to complete the analysis and to identify the related skills and knowledge. Other commitments made it necessary to postpone the meeting scheduled for April 13 with the Committee from the State Division of Vocational Education at whose behest this package is being programmed.

The fractions laboratory was tried out with individual students from the sign painting and auto service station mechanic attendant classes and field tested with the basic education students. The diagnostic test was administered to 33 students. Each student was then given only those lessons which the test showed that he needed. Results of the field tests follow:

Name of Lesson	No. of Students	Pretest Score (Diagnostic)	Posttest Net Gain	Net Gain
Introduction to Fractions	13	52	90	38
Reducing Fractions	9	31	88	57
Finding Lowest Common Denominator	13	12	92	80
Changing Improper Fractions to Mixed Numbers	12	10	96	86
Changing Mixed Numbers to Improper Fractions	14	9	97	88
Adding Fractions	18	23	88	65
Subtracting Fractions	15	20	82	62
Multiplying Fractions	17	9	87	78
Dividing Fractions	18	6	87	81

The next step in the completion of the Fractions Laboratory will be the preparation of workbooks to give students practical experience in the use of fractions.

Inasmuch as the University of Alabama has still been unable to print lessons to fill orders on hand, the MDU printed all lessons which had been turned over to the University. The Montgomery MDTA project agreed to bind them as a training project for students in their print shop. Unfortunately, they have been able to bind only four lessons under this agreement.

While we receive many requests each month from projects and would-be projects throughout the United States for information on our materials development unit, such requests from abroad are rarer. However, a researcher at Brunel University (England) Department of Education has begun to program according to discernible personality traits and has asked for our assistance, We will supply him with information we have as he needs it in a continuing effort to give our findings the widest possible dissemination.

VII. JOB PLACEMENT AND FOLLOW-UP

During this reporting period, 314 calls were made to or on behalf of graduates of the Draper Project. These include visits to graduates and their families, employers, parole supervisors, doctors, judges, sheriffs, federal parole officers, district attorneys, and a mayor.

In one case, the county health office was visited in an attempt to establish a birth date and obtain a birth certificate for one of the present students. It developed that the student was six years younger than he had thought he was!

Work continued on the recidivist phase of the follow-up study. Interviews with recidivists now in prison in Alabama, their last known parole officer, and their last known employer have been completed. Data is being gathered from the families of recidivists to complete the interviewing phase of this study.

Job placement interviews have been completed for five of the six current classes. The results of these interviews have been made part of the trainees' permanent school records. We expect to complete our interviews with the members of the Bricklaying class during the next reporting period.

As a continuing part of the efforts to place all graduates in jobs, individual photographs were taken of the members of all classes. These photographs will be shown to prospective employers, since we are unable to take our students with us for job interviews.

Five former students who left Draper during the current reporting period were bonded. In all, eight former students were released during this period. Four went into training-related jobs, two went to non-related jobs, one went to the Youth Corps Program in Florence, and one went to a transitional facility in Texas.

All requisite records have been kept up-to-date. A city file has been instituted. This enables members of the job development and follow-up department to draw from the file a card which contains the name of every graduate of the Draper Project who lives in a particular city and the date of the last contact. Unfortunately, we are not able to get around to see all graduates as often as we need to. When we are on the road, there are many graduates to be interviewed, and problem cases require extensive interviews with the many individuals who are usually involved in each case, such as the parole supervisor, authorities, and/or members of the graduate's family. When we are in the office, the present students call upon us constantly to help with their personal and/or training-related problems. The enormous amount of paper work which is necessary also takes a great deal of time.

In conjunction with other members of the Draper Project's staff, we are constantly making recommendations to the parole boards concerning our students, writing on their behalf to lawyers, judges, sheriff's departments, police officers, parents, etc.

Since October, 1966, the Labor Mobility Project based at Tuskegee Institute, Alabama, has supplied relocation funds for 76 graduates of this project. These funds enabled the men to buy the tools necessary to enter their professions, most notably barbering and bricklaying tools; to relocate to better-paying jobs initially; and to avoid incurring heavy indebtedness.

This project expired during the current reporting period. However, in its proposal for renewal the LMP has asked for funds to establish a branch at Draper Correctional Center. The needs of a large number of men at Draper and the excellent results of the LMP to date have led directly to the request for two people who would be permanently assigned to Draper. One person would be a combination job development and placement officer who would also do follow-up work. Since he would be traveling most of the time, another person would be needed to interview prospective clients and coordinate the work at Draper with that at Tuskegee. Both staff members would receive direction and supervision from Tuskegee.

The Board of Corrections will furnish office space for the two people who will be assigned to Draper Correctional Center upon approval of the renewal application. Full cooperation will be given to them by the correctional staff and the staff of the vocational and academic schools of Draper. The primary goal of the work being conducted at Draper Correctional Center is to reduce the rate of recidivism among releasees and parolees. We believe that the services of the Tuskegee Institute Labor Mobility Project will help to attain this goal.

In conjunction with the Follow-up Program, work continued throughout this reporting period on the recidivist phase of the follow-up study. Such data as has been received to date is being analyzed in a search for factors which cause recidivism. One such factor, as previously noted, has been a failure of the released inmate to make new friends or to seek out an environment other than one of the kind which fostered his original criminal activity. We hope that the community sponsorship program will reduce the incidence of this factor.

Community Sponsorship Program

One man was placed in the community sponsorship program in Birmingham under the auspices of the Birmingham Jaycees. Unfortunately, the man did not make it. He quit his job without notice; he owed $20 to his employer and $20 to members of the Jaycees. It is a measure of the effectiveness of our campaign on behalf of this program and of the belief the Jaycees have in it that they are willing to try again. A member of the Jaycees recently visited Draper with a prospective employer for a former welding student.

In the Birmingham area, other Community Sponsorship Program presentations were made at the Church of the Ascension and at the East Lake Lions

Club. Similar presentations were made to the Talladega Kiwanis Club and in Montgomery to the Capitol City Kiwanis Club and the Montgomery Civitan Club. In Talladega, a teacher who has previously expressed a great deal of interest in the Draper Project in general and the Community Sponsorship Program in particular was contacted. She will assume an active role in the Community Sponsorship Program once it has been firmly established in Talladega.

In Montgomery the Civitan Club held a series of five meetings concerning the Community Sponsorship Program. An ex-convict addressed the first meeting, and he was later made a member of the club. A member of the Pardons and Paroles Board, Warden John C Watkins, and two members of the Draper Project staff addressed the subsequent four meetings. The Civitan Club has now voted to become a community sponsoring organization in Montgomery as a direct result of these meetings.

Our counselors and instructors frequently receive letters from former students in which the students tell about what the program meant to them while they were incarcerated and what it has meant in their new lives. We are reproducing these letters in lieu of the usual case histories, and they appear on pages 36 through 43 of this report.

VIII. DISSEMINATION

The main focus of the dissemination phase during the current reporting period was the Draper Conference, which is scheduled to be held in Montgomery May 22-25. (See pages 15 through 16 for a detailed description of the planning conferences held, and see also Appendix D for copies of the detailed findings of the questionnaire, the conference brochure, and a tentative program.

Two weeks were devoted to the indoctrination of the newly employed Public Information Specialist during which time she received a thorough orientation to the project and its objectives, reviewed all publications, and acquired insight into the objectives established for the dissemination phase. She then began her first assignment to prepare a press release during Vocational Education Week. Most of the newspapers in the state either printed the release or used it as the basis for an article prepared by a reporter. (Refer to Appendix C.)

The Public Information Specialist then met with Kate Harris of the Birmingham News on April 10 to give her information on our first dissemination conference. Mrs. Harris' feature story appeared in the Sunday, April 16, issue of the News (see Appendix C).

A photographer has been engaged to shoot a new series of 35mm. slides. When these slides are completed, several carousels of slides will be assembled and scripts will be written for each carousel. It is expected that these new presentations will be necessary as the dissemination phase of our project increases momentum, with many staff members making frequent presentations in different locales.

Exact Copy

Mr. William H. Phillips

Dear Sir:

In response to your last letter to us we felt we should write you in return.

We want to show our appreciation and many thanks for your time, and the good that you have done for our son ______________.

We were happy and pleased to hear of him passing the G. E. D. test and getting along good with the Barbering trade. Sorry the wife and I couldn't be to our son's graduation, but our oldest daughter and family made it so we don't feel quite so bad.

I have been in the hospital for a short time, but doing lots better now.

We received a letter from Mr. Swearingen, Chairman of the Board of Pardons & Paroles telling us of the Parole consideration to be set for October, 1968. I'm quite sure you know about this anyway.

I was so happy when I got ______________ holdover charge dropped here. Everyone seemed to want to help me and finally did. I felt a great relief when that burden was off my back.

Well Mr. Phillips we want to thank you again and hope that sometime in the future can meet you in person.

Sincerely yours,

Exact copy

Box P M B #24630 8-8-66
Tallahassee, Fla.

Dear Mr. Phillips:

I am writing to inform you that I made parole here & if nothing happens I'll be released the 24th of this mo. I will be the to talk to you and Mr. Norris. Tell Mr. Norris and all his guys hello & for them to take some good advise from me, Don't give up just keep trying and in the long run you wont regret it. Tell ____________________ good luck and to listen to you people.

I appreciate all you people have done for me and I'm not giving up now.

See you soon

Sincerely yours,

Exact copy

Cleveland, Ohio
November 3, 1966

Dear Mr. Phillip,

I know I didn't make my promise as I told you when I left but I just got really straighten out the way I wanted to. I'm well and have a job working every day and going to school at night. I just visit my parole officer once a month and he visit at my home once a month. I'm doing good for my self and making quite some money. Not the way it sound, I mean working for it. During my extra time I work in an appliance shop, working on iron, toasters, percolators and quite a few other things. I want to thank you, Mr. Moon and the rest of the faculty for helping me out of there. I made my mind to stay out and never come back to another place like that. So Mr. Phillip I write more next time. Of course I'm not having any problem out here living.

Thank you for everything,

Exact copy

April 5, 1967

Mr. William H. Phillips
Vocational Counselor
Draper Correctional Center
P. O. Box 1107
Elmore, Alabama

Dear Mr. Phillips:

I have just received the letter that you forwarded to me. It was real swell of you. As you can see from the address I am know longer at Atlanta. I was beginning to wonder if anything was to become of the application that I submitted to Enterprise--but now things are looking "rosey" again. I shall write to this ____________ and do whatever is necessary to arrange for my college admittance.

I still have the minor problem of the Florida detainer, but as far as I could find out it will be taken care of at some time in the near future--or I should say an attempt will be made to get it dropped by these people--if this fails--I will file a writ for a fast and speedy trial. I'm almost certain that I will be able to beat it for I'm not guilty in the first place.

I go in front of the parole board in July and if everything is arranged I'd, more than likely be transfered to Maxwell field--so I can obtain any assistance that I will need--I have already spoken to my "Caseworker" concerning my going to college--but was unsure of anything other than my going--but now things are looking preety good--thanks to you.

As for myself at the present moment--I have enrolled in a course in Drafting--which I enjoy alot, also I'm working in food-Service temporarily--(until tomorrow, I hope). I am to be re-assigned--and at this time I will bring this letter to my caseworker and see if things can get worked out. I am also an Umpire for the sporting events and hope to get my Senior Membership card before I leave, for it will be of great help to me in school.

Mr. Phillips, I would like to thank you again for all that you have done--and are continuing to do to help me secure my future. I will not let you down thank you. I will keep in touch.

Former Inmate

P. S. Please excuse bad handwritting.

Exact copy

April 16, 1967

Dr. McKee:

First of all, let me thank you for the very nice letter. I'm attempting to answer your questions, I may fall short of your expectations. Let's hope not.

You asked for a letter pointing out the phases of the project that assisted me the most. This would be virtually impossible to do. Each phase, from initial testing to graduation, over-lap. The co-ordination shown by each department is proof of this.

The most important thing about the project is the people working with it. You and I have discussed the theory of personal attention being the main cause for incarceration. When a person feels that no one cares for him, his life becomes meaningless. He no longer cares. He actually couldn't care less if he died.

The motivating force, at least for me, came from the people I dealt with. I doubted myself when others had confidence in me.

As I joined the S. I. school shortly after it began, I had an opportunity to be more or less on the inside. You, Al Vreeland, Carl Clemons, and Don Holly delegated responsibility to me within one week after I arrived at Draper. I had no choice but to live up to your expectations.

The same held true when I was accepted for the barbering class. Things needed to be done and I was one of the first to be selected to come up with an answer. You people had faith in me. Could I let you down? No not hardly.

This feeling came not only from my instructor, Jimmy Graham, but from everyone having any dealings with the project. This extends from initial testing to graduation, from Mr. W. H. Phillips to Mrs. Joyce Duncan. Everyone in between had a great deal to do with it.

Ben Harigel, Sam Cassels, Mr. Loe, and many others would stop by the back gate shop if for no other reason than to say hi. To us, this means much more than you realize.

Don't think for a minute that we weren't aware of the many things the girls in the office did for us. Had each one been paid for rounding up food and gifts for us at Christmas, they could probably retire and live quite comfortably. They didn't have to do these things for us, and yet they did. All of you have gone out of your way for us. Some appreciated it while others took advantage of it.

Continued

To any inmates reading this, a word of advise. Each "free-man" is there because they want to be. It's not a job for them, it's a pleasure. Each one wants to help you and do any thing they can for you. This they can't do if you won't let them. These people are helpless unless you show them that you want to be helped.

The same holds true for you "free-people." Each time you try to help one of us, you may not make the grade. If things fall through one time, don't become too discouraged. Keep trying because there is a guy somewhere who will appreciate what you are trying to do.

This may not be what you were looking for Dr. McKee, but this, at least to me, was the most important phase of the project.

Don't think for a minute that I've forgotten any of you. You can't forget people who help you put your life back together then give you the chance to live it. I've been neglectful, but I haven't forgotten.

If there is anything I can ever do to help any of you, please call on me. Thanks folks, for more than any of you will ever realize.

Sincerely yours,

April 24, 1967

(Inside address)

Dear Bud:

Thanks for your good letter. It corroborated our feelings that people change and develop through other people, that change or belief in oneself comes only when you feel someone cares.

I hope you'll continue developing that good mind of yours by enrolling in college even if it's only for one course. You have too much to offer the world--and yourself. Let me know if I can be of help in attaining a college education. I trust the Foundation will eventually get some more money in its PACE Scholarship Fund. Let me know about your plans.

Sincerely yours,

John M. McKee

Exact copy

Tuesday
June 13, 1967

Dear Mr. Phillips,

Thought I would drop you a few lines after so long a time. I am sorry I haven't written sooner, but I have been pretty busy trying to get back on my feet. I hope this finds you in the best of health. As for myself I am just fine.

I can't begin to tell you how much I appreciate you and all the staff helping me. I am going to try and show my appreciation by staying out. I have a good job laying brick and my future looks bright ahead of me.

____________________ got home yesterday and he sure was happy. I didn't go see him, but I did converse with him on the phone. I am sure he will do alright for himself.

Well, I guess I had better close for now as I have to go to work early tomorrow. Say hello to everyone for me and may God Bless you all.

Your Friend Always

P. S. Hope to get an answer real soon.

Appendix A

Qualifications of New Staff Members

Public Information Specialist, Christian B. Learning; high school graduate; fulltime (evening) student at University of Alabama, Montgomery Center. Six months copywriter for Chicago advertising agency; 1 year administrative assistant to Chief Medical Officer, Labrador; 1 year Assistant Resident Commissioner for Labrador; six months technical writer Olin Mathieson Chemical Corporation.

Welding Instructor, George W. Ravencraft; completed high school; served four years as apprentice welder and eleven years as journeyman welder; has served as an instructor in vocational schools for four years; fifteen years experience in the trade.

Appendix B

Development, Evaluation, and Use of Programmed Materials as Developed in the Draper Experimental and Demonstration Project

DEVELOPMENT, EVALUATION, AND USE OF PROGRAMMED MATERIALS AS DEVELOPED IN THE DRAPER EXPERIMENTAL AND DEMONSTRATION PROJECT

Donna M. Seay

A number of years ago I became interested in programmed instruction (P.I.)--a new instructional method which seemed to be ideal for vocational education. P. I. had certain characteristics that allowed an instructor to individualize his course according to the needs of each student. More impressive than the characteristics were the results obtained with this method. Learning was assured, even though the rate of learning varied with the individual's ability and interest. Programmed instruction permitted the instructor to devote more time to the students requiring special attention.

At this time, I was a frustrated Distributive Education Coordinator looking for instructional materials what would make my course more effective. Here I was, trying my best to teach at least 20 different subjects at the same time since each of my 20 students was placed in a different distributive occupation. Of course, I had study guides for related information in each subject, but their use presented a number of problems. For instance, adaptation of the material was almost always required. Checking answers to questions on each job sheet was an endless task, not to mention the job of testing every student as he completed a lesson.

When I first heard of programmed instruction and its advantages, I began investigating the possibility of using these materials in my related study classroom. I could imagine myself assigning each student a programmed course with the assurance that he would learn whatever was required for his occupational training. Unfortunately, such was not the case. My

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Presented at the Regional Manpower Development and Training Conference, Region IV. U. S. Dept. of Health, Education, and Welfare, Bureau of Adult and Vocational Education. Atlanta, Georgia. March 8, 1967.

investigation did not turn up the kinds of programs which would have been appropriate for Distributive Education (DE). However, I learned enough through reading research reports on P. I. to become convinced that its use was an improvement over the study guide and other traditional aids to instruction.

Since DE programs were not on the market at the time, I began to study the different techniques used in the development of P. I. materials in the hopes that I could learn to write them. The more I studied, the more I realized that programming is no easy task, particularly if one is going to write programs which truly teach.

Fortunately, I heard about a unique educational experiment in the use of P. I. materials with inmates at Draper Correctional Center, Elmore, Alabama. This experiment was conducted by Dr. John M. McKee, a clinical psychologist, who was at that time the State Director of Mental Hygiene. Later, he resigned his position with the state to accept the full-time job of Director, Draper Experimental and Demonstration Project in Academic Education, which was financed by the National Institute of Mental Health. (This project has been in operation for the past five years.) One of the findings of this experiment pointed up the need for additional education in the area of vocational training.

Consequently, Dr. McKee asked Mr. J. F. Ingram, Director, State Division of Vocational Education, for advice and assistance in planning a vocational training program. After several discussions with Mr. Ingram and other MDTA officials, Dr. McKee decided to submit a proposal for an E&D

Project under the MDTA. As the result of Mr. Ingram's reference to me as a vocational educator who was interested in P. I., Dr. McKee asked me to serve as a consultant in planning and writing the proposal which was approved in September, 1964.

Needless to say, my original interest in P. I. and my involvement in developing the proposal for the MDT Project led me to give up my job as a DE Coordinator to become the MDT Program Director under Dr. McKee's direction as administrator of the contracting agency, the Rehabilitation Research Foundation. The Foundation is a private, non-profit organization that is presently conducting research in human behavior.

One experimental and demonstration feature of the vocational training project is the Materials Development Unit (MDU) which is responsible for investigating and developing programmed instructional materials. For example, the investigation includes the evaluation and use of programs, and the methodology of programming. The unit develops all types of programs and other special training materials, such as wall charts, diagrams, and transparencies for overhead projectors.

Presently, the MDU staff consists of an editor-coordinator, one program writer, one artist, two production assistants, and subject-matter specialists who work by the hour when needed. Each member of the staff performs several tasks with respect to instructional materials, However, since my topic pertains to our programmed materials, I shall confine my remarks to the step-by-step procedures necessary in the development, evaluation, and use of the individualized lessons that I have on display here today. These mathetical training materials are different from traditional training publications in that they reflect the principles and techniques defined and developed by several experimenters who have systematically applied the reinforcement learning theory of B. F. Skinner.

The system of mathetics, which was developed by Thomas E. Gilbert, is used by our MDU staff in preparing the programmed lessons. Gilbert defines mathetics as..."the systematic application or reinforcement theory to the analysis and construction of those complex behavior repertories usually known as 'subject-matter mastery,' 'knowledge,' and 'skill.'"[1] (It should be pointed out that, as programming has come of age, there appear to be more similarities than differences in the various programming techniques.)

The goal of every matheticist, an analyst-writer of mathetical lessons, is to work toward a genuine technology of education by combining in his programs the concepts of behavioral science with the effective practices and procedures that have always been used by good teachers.

Perhaps the easiest way to understand how these behavioral science concepts may be combined with effective instructional practices and procedures is to describe the mathetical system which our unit uses in developing programmed lessons.

Practices and Procedures of the MDU

The MDU uses an exacting and systematic process to develop and to improve existing materials so that they are student-oriented and student-proved.

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[1] Gilbert, Thomas E., "Mathetics: The Technology of Education," *Journal of Mathetics*, Vol. 1, No. 1, January, 1962, p. 8

The mathetical approach involves functions requiring participation of specialists as well as staff. Skilled technicians in each vocational area decide what subjects should be programmed. They also serve as subject-matter specialists by choosing for the writers the appropriate practices and procedures within the selected areas. Our vocational instructors act as specialists or experts. In addition, we usually ask other technicians or professionals in the same vocational area to verify the content of the training lessons.

Recently, a committee made up of vocational educators in Alabama met together to discuss the topics we should program this year. After much discussion the group selected "Communication Skills for the Auto Mechanic" as an area where training materials are much needed. The staff of the MDU is now in the process of reviewing literature and interviewing the experts in this field.

In order to produce programs, the MDU performs certain functions which fall under the following general headings:

1. Subject Matter Selection
2. Specification of Operational Deficiency
3. Performance Requirements
4. Performance Analysis and Programming
5. Editing and Evaluation

Forgive me if I use techincal terminology or fail to explain fully as I discuss these functions. The subject is a complicated one, and time is short. After all, it takes approximately six months to train a programmer!

1. Subject-Matter Selection

The first function, subject-matter selection, proved to be very tedious, time consuming, and costly in the initial stages. However, when we failed to give this function adequate consideration, we ended up with some lessons that did not fit into every instructor's course outline. When subject matter is properly selected, the cost of the programming is justifiable in terms of the learning time saved, and the programs have high standards and broad application to training. To make sure that subject matter is properly selected, it is necessary to first determine the extent to which a particular performance deficiency is a widespread and significant problem. In other words, there should be a large audience with a real need for the program. As a rule of thumb, we say that if over 50% of the target population knows over 50% of the material the area does not require programming. The area selected should also be one that presents teaching or learning difficulties. In short, programs are not written to replace existing materials which already do an adequate job. They are written if materials are non-existent, or if what is available does not teach well, or to supplement--to make teaching and learning easier and more effective. There are areas which are better taught by other methods, such as demonstrations or group discussion. All I am saying is that there must be a valid reason for developing a program--we do not program in a vacuum.

2. Specification of Operational Deficiency - (What do we need to teach?)

Since the only justification for a program is that it can correct an operational deficiency, the training needs and standards of effectiveness are determined on the operational level. If the student does not know how to do something or if he is not doing something correctly, the writer states these deficiencies so clearly that there is no doubt about the extent to which they can be overcome by subsequent training in the form of a program. The formula for assessing knowledge or skill deficiency is M - I = D. M is the master's or expert's performance; I is the initiate's or trainee's performance; D is the deficiency, the difference in the performance of the expert and the novice.

Once the operational deficiency is determined, it is translated into terms of tentative training objectives. These objectives form the guidelines for writing a detailed description of the subject matter practices and procedures. The analysis of the subject matter and the format design of the program are based on the objectives, too.

The training objectives are stated in behavioral terms--concise, measurable terms of what the trainee should be able to do after completing the program. Such ambiguous terms as "to understand," "to know," or "to appreciate" are avoided. Instead, specific behaviors are listed, such as "to write," "to identify," "to solve," or "to list."

For example, "When the student has completed the program, he should be able to mix mortar"...

or

"to identify electrical circuit symbols used by an industrial electrician"...

or

"to use a scale ruler"...

The objectives also state the conditions under which trainees are expected to perform after taking the programmed lesson.

For example: "Given the necessary materials this student will be able to mix mortar to be used in laying a brick wall"...Negative or delimiting requirements would be included also, that is, "This lesson does not teach how to estimate the amount of mortar needed."

Finally, the objectives specify criteria of acceptable post-program performance of the trainee, that is, the level of competence at which the student should be able to perform. These criteria are usually expressed in terms of time, percentage of correct answers on an examination, or actual demonstration of ability before a supervisor or examiner.

Training objectives are prepared with the prospective trainee population in mind. Most of our materials are designed for the disadvantaged trainee; however, the programs proved to be even more successful with other groups who were not necessarily deprived or handicapped. Regardless of our success, we always describe the design population in terms of educational levels and general background and knowledge in the areas to be covered by the program. Since it is not always possible to uncover individual deficiencies of the target population before a program is developed, it is sometimes necessary to develop remedial programs which will provide the prerequisite knowledge needed to complete a particular program. For example, our fractions laboratory is being developed because the bricklayer trainees were unable to solve problems requiring the use of fractions in a series of lessons on estimating materials. Individual and field tryouts quickly uncover the remedial areas that need to be programmed.

3. Performance Requirements

Once the operational deficiency is determined (stated as training objectives) and the feasibility of a program is confirmed, the correct performance (reflecting current, standard subject-matter practices and procedures) is determined. This is the "job analysis." Its importance can hardly be overstated, for a program can be no better than the analysis upon which it is based. Correct performance is determined by observing the actions of an expert practitioner and by questioning him about his covert actions, since covert performance is just as significant as overt. (The Materials Development Unit's personnel had to be trained to ferret out obscure behaviors.) To ensure accuracy, someone considered to be even more "knowledgeable" than the practitioner checks the analysis to see that the behaviors described are actually those behaviors the trainee should learn. As you would perhaps guess, the subject matter experts sometimes disagree as to what procedures or practices are correct! In such cases, the writers consult with other experts, and they also refer to the most up-to-date reference materials available. The procedures or practices used are those on which most of the experts are in agreement.

4. Performance Analysis and Programming

Actually, this function and the previous one (Performance Requirements) overlap considerably. The first phase of this function consists of delimiting and organizing into behavioral terms the content of the course or program. This step is very important because it defines the initial deficit in the capability of prospective students with respect to subject-matter competency. The analysis also helps to determine the maximum "operant span" or step-size by which the student can effectively learn--that is, how much can be absorbed at one time. The notational system used in this initial analysis is called a "prescription." In the prescription the subject matter for the program is first broken down into statements of what the trainee is to learn to do (the response, or R) and when he is to do it (the stimulus, or S). This technique reveals discrepancies which may be found in standard job analyses, and it highlights the overall behavior patterns.

After the "prescription" is completed, a final check is made for technical accuracy. It is possible at this time to determine what the program in its final form will accomplish, that is, final training objectives are formulated.

The second phase of the Performance Analysis and Programming includes a systematic analysis of the "prescribed" behavior deficit for those generalization and competition components that cause the primary learning problems for the student. This analysis answers such questions as:

1. Are there similar stimuli which may not appear similar to the student but which require the same response? For example, having learned the sound of "B," will the student know that "b" and "𝒷" have the same sound? If your answer is "No," the generalization must be made for him.
2. Are there stimuli in the prescription which may appear similar to the student but which require different responses? For example, the scales on the Volt-Ohm-Milliammeter (VOM) almost always appear as concentric arcs which are read with the same pointer. Yet, the ohms scale is read from right to left while the scales for volts and amperes are read from left to right. Teaching strategies must be devised that will treat for such competition.

3. Is there a similar stimulus situation outside the specific behavior being taught, but in the student's experience, which may be confusing? Most household light switches are installed so that one turns the light on by moving the switch up. Suppose that a machine which the student is learning to operated is turned on by moving the switch down. He may attempt to turn the machine on in the same way he has learned to turn a light on. Again, competition must be overcome.

The second phase also includes the development of outlines or "lesson plans" which show the precise teaching strategies that will be used to produce the actual "exercises"--the term used to describe a teaching unit in a mathetical program.

The teaching strategies used in these exercises are characteristic of mathetical lessons. There is a great deal of flexibility in the layout and response requirements since mathetics is not a format system. Function determines the format. Notice the lack of uniformity of style or appearance from lesson to lesson or page to page. An exercise uses whatever is best depending on the characteristics of the behavior to be taught and the abilities of the student population. Some exercises look much like a linear frame while some may resemble a double page spread with all the design appeal of a good magazine advertisement.

All types of responses are called for in mathetical lessons. They vary from a paper and pencil type response to those involving the use of tools or simulator kits. The response is not always overt.

Because the learning situation should duplicate an actual situation as nearly as possible, extensive use of illustrations and simulations characterizes mathetical lessons. We find that it is effective to represent a particular stimulus by using illustrations to teach the student the correct response. Illustrations and simulators assist the student in transferring his knowledge from the learning situation to the job. Our program, "Soldering Leads," is a lesson in which illustrations and simulations were used very effectively in a program. Boys were able to transfer their knowledge very easily without any help from an instructor.

In most cases, a lesser degree of simulation will work well. For example, our series on using the VOM actually has a drawing of the instrument to guide a student in its proper use. By marking on a drawing at key points or in a certain sequence a student is able to apply the knowledge to actual job performance.

The model teaching exercise presents a stimulus-response relationship at least three times: once in a "demonstration," then in a "prompt," when the student responds with assistance, and finally in a "release," when he responds without help of any cues. Students like these lessons because they are able to learn without being bored to distraction by repetition that they dislike intensely.

5. Editing and Evaluation

The first phase of this function consists of editing procedures that are generally standard; however, there are some exceptions which I shall explain.

First-draft exercises are submitted for review to the subject-matter specialist who checks the technical accuracy of each program. Any suggested changes are usually limited to minor points such as technical terminology, and do not include changes entailing extensive reanalysis and rewriting. After these changes are made, an individual tryout is conducted with a student in the design population. In tryouts and field tests, a pretest on information covered by the lesson is administered. The student (or students) then takes the lesson. A posttest is then administered. The difference in pre- and posttest scores tells us how well the lesson taught. A student's failure on certain parts of a lesson may point up needed changes. Samples of such changes may be decreasing step size, changing layout to eliminate confusion, rewording, etc. If changes are made after individual tryout, the program is resubmitted to the subject matter persons for review. The most critical phase is the evaluation which is based on the individual and field tryouts. In the individual tryout a student takes the program under the close observation of a staff member of the Unit. Depending upon the heterogeneity of the prospective design population, from one to six such tryouts are conducted; one tryout may suffice for a highly homogeneous population. Revisions are made to correct inadequacies in the program. The cycle of tryout-revision-tryout continues until the student's performance reaches an acceptable level which is normally 85% or above on the posttest. It is this tryout procedure we refer to when we say that our programs are student-proved.

Finally, the program is submitted to field testing, meaning that a representative sample from the prospective training population uses the program under operational conditions as close as possible to conditions of actual performance. (The results of our field tryouts are included in the specifications of each program when it is published. A report of the field test results is included in the Programmed Lessons brochure which may be obtained from the Rehabilitation Research Foundation, P. O. Box 1107, Elmore, Alabama. The back of each lesson cover in the brochure gives the specifications for the lesson.)

Use of the Programs

Although it was impractical to fit the programmed lessons to the curricular schedule of the various field-test classes, it was possible to install the lessons in the precise place for which they were designed in the curriculum of the courses at Draper. The following data give an exact picture of some of the lessons used in the appropriate place in the training schedule.

Results of Programs used in Draper's Courses

Lesson	Pretest	Posttest	Net Gain
Mixing Mortar	28%	97%	69%
Tools & Areas of a Haircut	35%	98%	63%

Most important of all is the fact that these lessons tend to motivate the trainee to continue working. Trainees and instructors are definitely in favor of using programmed materials whenever they are available.

The flexibility of these mathetical lessons makes them ideal for training needs of vocational schools and industry where transfer of skills to actual job performance is critical. Because of their flexibility, their value is not limited to individualized instruction. We plan to use the mathetical system in programming group instruction, which could be presented through films, slides, role-playing or other techniques.

One of the most frequent criticisms leveled at programmed instruction, particularly mathetical lessons, is that it is expensive to produce. Admittedly, the cost of production is greater than that of traditional training materials. We believe that the advantages of programmed materials far outweigh the costs. I will not list the advantages again, but will summarize them all by stating that we have demonstrated that programmed instruction provides both learning and instructional efficiency. Thus, we have achieved one of our major aims. If you would like to improve your training program, we highly recommend that your instructors be trained to use programs properly.

Appendix C

Staff Activities, Visitors and News Releases

Other Staff Activities

March 1	The Project Director was in Athens, Georgia, serving as a resource person in the Workshop on Rehabilitation of the Public Offender at the Institute of Rehabilitation Services.
March 3	The Project Director consulted with Denny Abbott, director of the Juvenile Court, Montgomery.
March 10	The film, "The Odds Against," was shown to a general staff meeting as part of the continuing in-service training program.
March 10	The Job Development and Placement Officer and Follow-up Counselor presented a program on "The Draper Project" to the Montgomery Civitan Club.
March 13-14	Program Director attended a Manpower Utilization Conference at Miles College, Birmingham
March 17	Compilation of recidivist study data begun under the direction of the Supervisor of Counseling and Evaluation
April 13-16	The Program Director and the Supervisor of Counseling and Evaluation attended a conference on Half-way Houses and Transitional Programs in Hartford, Conn.
April 19-22	The Project Director, Program Director, Program Editor, and Programmer attended the Annual Meeting of the National Society for Programmed Instruction in Boston, Mass.
April 24	The Program Director spoke on "The Community Sponsorship Program" to the Capital City Kiwanis Club, Montgomery.

Other Visitors

Visitors (not included in the body of the report) during this reporting period included the following:

Ted B. Cattrell, Ph.D., Richard Swink, Ph.D.
Smolian Clinic, University of Alabama Medical Center, Birmingham

Former trainee Jim Dunbar, Hugh Moore, and 10 OJT representatives
from the Alabama Jobbers Association

Miss Mary Ellis, American Vocational Association, Washington, D. C.

Edmund Fitzpatrick, General Learning Corporation, Arizona State U.

James McCart, Superintendent of the Indiana Youth Center

Stanley Silversweig, Vice-President, Scientific Resources, Inc.,
Union, N. J.

D. K. Endwright, Director, Florida Division of Corrections, and
11 staff members

Drs. Howard Gundy and Charles Prigmore, Dean and Professor,
respectively, of the University of Alabama School of Social Work

Harold Bradley and Glynn B. Smith
Model Treatment Program
Institute for the Study of Crime & Delinquency
Corona, California

William L. Weaver, Research Librarian
Montgomery County Public Schools, Maryland

Dr. Lewis Jones, Mr. A. C. Bull
Labor Mobility Project
Tuskegee Institute

SCHEDULE OF ACTIVITIES FOR FLORIDA STATE UNIVERSITY STUDENTS

March 17, 1967

NOTE: Assemble in Chapel upon arrival--Approximately 10:00 a.m.

10:00 - 11:00 Mr. A. F. Lee, Commissioner of Corrections

1. Welcome the group
2. Introduce other guests
3. Announce the scheduled activities
4. Talk on Prison Systems
5. Question and answer period

11:00 - 11:30 Travel to Frank Lee Youth Center

11:30 - 12:00 Lunch ($1.00 per person)

12:00 - 12:30 Tour of Frank Lee Youth Center

12:30 - 1:00 Return to Draper (Chapel)

2:00 - 2:45 Orientation to Draper's E&D Projects

Warden, Dr. McKee, Mrs. Seay

2:45 - 4:00 Tour of Draper's E&D Facilities

PLAN FOR CONDUCTING TOUR

1. Divide total group into six (6) subgroups:

Group 1. Mrs. Donna Seay

Group 2. Carl Clements

Group 3. Anne Adams

Group 4. Walter Bamberg

Group 5. Dr. John M. McKee

Group 6. Sam Cassels

2. Routing procedure

   a. NIMH Experimental Academic Project
   b. Barbering
   c. Bricklaying
   d. Auto Service Station Mechanic-Attendant
   e. Welding
   f. Electrical Appliance Repair
   g. Sign Painting
   h. Supplementary and Basic Education
   i. Remedial

NOTE: Each group leader will not take his group through a program area until the preceding group has cleared that area. This is to avoid congestion and confusion in the NIMH and MDT areas.

STATE OF ALABAMA

PROCLAMATION

BY THE GOVERNOR

WHEREAS, February of 1967 marks fifty years of Federal support for Vocational Education in the United States through the enactment of the Smith-Hughes law by the U. S. Congress; and

WHEREAS, the token financial support for Vocational Education provided by the Smith-Hughes law has generated financial support by State and local funds many times greater than the Federal funds provided; and

WHEREAS, Vocational Education has been so effective in providing education needs for every increasing numbers whose needs were not being served adequately otherwise, there has been an ever increasing amount of funds for Vocational Education being provided by Federal, State and local governments:

THEREFORE, I, Lurleen B. Wallace, Governor of the State of Alabama, do hereby proclaim the week of March 19-25, 1967 as:

VOCATIONAL EDUCATION WEEK

in commemoration of the fiftieth anniversary of the enactment of the Smith-Hughes law.

IN WITNESS WHEREOF, I have hereunto set my hand and have caused the Great Seal of the State of Alabama to be affixed by the Secretary of State at the Capitol in the City of Montgomery on this the 14th day of February, 1967.

/s/ Lurleen B. Wallace
GOVERNOR

Dr. John M. McKee
Draper Correctional Center
Elmore, Alabama 567-4305, Ext. 70
913 Hillman Avenue 272-1482
or
Mrs. Donna M. Seay
Draper Correctional Center
Elmore, Alabama 567-4305, Ext. 71
2707 Woodley Road 263-0898

FOR RELEASE ON

Friday, March 24th

VOCATIONAL EDUCATION PAYS OFF

Frank T., age 21, has spent more than one-quarter of his life in reform schools and prisons. He dropped out of school in the fifth grade; he seldom read a book, magazine or newspaper. He has never been in an art museum or library. His father disappeared before Frank could walk. His mother left him in his grandmother's care when he was seven. She was going north to find work, and would send for him as soon as she was able. No one has heard from her since. Until three or four years ago, the best job Frank ever had lasted ten weeks and paid a dollar an hour. This young man, with no family ties, little education and no hope for the future, is typical of today's disadvantaged youth. The prognosis: a life lived on the fringe of society, spent in small-time criminal activities with frequent sojourns in prison. His projected contribution to society: nil.

Frank is now working in a small Alabama city as a welder. He earns $3.70 an hour at the job he has held for nearly a year. He is employed by a construction company which has rewarded "Frank's initiative and excellent sense of responsibility" (their description) with three salary increases and a promotion to foreman. In talking to Frank, one senses his self-confidence and drive for self-improvement. Having carefully planned his future, he is currently taking correspondence courses to broaden his potential scope of employment. He has recently become active in one of the men's clubs of his church which he attends regularly. The townspeople, who are aware of Frank's prison background, are warm and friendly and encourage him in his endeavors.

What brought about this amazing change?

Frank was fortunate when he was sentenced for the offense he inevitably committed; he received three years at Draper Correctional Center, Elmore, Alabama. Although Frank couldn't have realized it at the time, this sentence was to be the turning point of his life.

The prison farm was his first assignment, and Frank hated it from the start. A poster on the prison bulletin board announced that tests were being given to those interested in enrolling in a vocational education program. Frank knew that his acceptance in this program would mean that he would not have to work on the farm any longer. Relief from this hated assignment was his sole motivation for applying for enrollment; the concept of self-improvement was completely alien to him. Before being accepted for the program, his records were investigated to determine that Frank could be paroled within a reasonable time after completion of the course. (The maximum time lapse allowed is six months, although occasional exceptions are made.) The test scores indicated that Frank needed basic education in order to benefit from his preferred vocational course, welding.

Frank's experience with the learning process had not prepared him for anything like the school he entered now. The classroom atmosphere, teachers and rote learning he so detested were gone. In their place were skilled tradesmen serving as vocational instructors, college corpsmen (boys his own age spending one semester working the project), and programmed instruction, which permitted him to study and learn at his own pace. By the time

Frank had completed his training, he had realized that he could learn. Talks with his instructors and counselors helped him to realize that, despite varying backgrounds, people are what they made of themselves and that he, too, could make something of himself. Armed with this new awareness of his own capabilities he successfully completed training as a welder and was paroled to try again to live in society. His belief that he can be somebody is demonstrated by his success on the job and in his personal life.

The vocational school is operated by the Rehabilitation Research Foundation under the Manpower Development and Training Act, Departments of Labor and Health, Education, and Welfare. In addition to welding, an inmate may learn barbering, automotive service station mechanic-attendant, sign painting, bricklaying or electrical appliance repairing. The courses vary in length from six to twelve months. Classes are small; each has about twelve students. The shop instructors are men with special training and experience in their fields. The fields are chosen on the basis of surveys made by the State Employment Office (Montgomery branch) of the employment needs of local areas. The training equipment is modern, and every effort is made to duplicate on-the-job conditions. For example, the welders have made boat and horse trailers, typing tables and a variety of other items similar to those they will be called upon to make outside.

The basic premise is that these boys must be given the means to earn an honest living. For the most part, students are second or third time offenders. Their habits and behavior patterns are ingrained. By giving them a trade, by exposing them to "free world" people who have a genuine interest in them, and by re-educating them in social mores and manners, the Foundation proposes to demonstrate a successful plan to cut the return rate of prisoners.

The statistics to date are inconclusive; two years is not sufficient time to make a valid determination of the recidivist (repeater) rate. But each inmate who has successfully completed his training, who has obtained and held a job and who is living a productive life represents an accomplishment which cannot be measured in statistics. The number of families taken off the relief rolls, the number of children living in stable home environments and the effect of these factors on the future crime rate cannot be measured. The pride of workmanship, the thrill of knowing achievement--who can measure these?

Vocational education for youthful, disadvantaged inmates is paying off. It pays off for the inmate, for his family, for the agencies which had to support them. Most of all it pays off for each of us who realizes that another human being has discovered his potential and rejoined society as a giver rather than a taker.

Draper Vocational Project Has Success Theme

By WAYNE GREENHAW

SPEIGNER — Lawbreakers are not being transformed into heroes at Draper Correctional Center's Vocational Experimental Educational Project here. At least this transformation is not happening in every rehabilitation case. But the people at Draper are trying.

On the human end of this work in the Draper Project is the story of a somewhat typical former student - inmate,

Take one Frank T., age 21, who has spent more than one-quarter of his life in reform schools. He dropped out of school in the fifth grade; he seldom read a book, magazine or newspaper, much less visited a museum or library. He was never encouraged to engage in these activities.

His father disappeared before Frank T. could walk. His mother left him in his grandmother's care when he was seven. She was going north to find work and would send for him as soon as possible. No one has heard from her since.

Until three or four years ago, the best job Frank T. ever had lasted 10 weeks and paid $1 an hour. This young man, with no family ties, little education and no hope for the future, is typical of today's disadvantaged youth.

Frank is now working in a small Alabama town as a welder. He earns $3.78 an hour at the job he has held for nearly a year. He is employed by a construction company which has rewarded "Frank's initiative and excellent sense of responsibility" with three salary increases and a promotion to foreman.

In talking to Frank T., one senses his self-confidence and drive for self - improvement. Having planned his future, he is taking correspondence courses to broaden his potential scope of employment.

He has recently become active in one of the men's clubs of his church which he attends regularly. The townspeople, who are aware of Frank T.'s prison background, are warm and friendly and encourage him in his endeavors.

This is one of the true stories from Dr. John M. McKee's files. There are other stories, equally as inspiring and many tragic. The change, as any of the Draper workers will readily tell anyone, does not take place overnight. It is a long grind for the project and for the students.

Approximately two and a half years ago Dr. McKee, former head of State Mental Health, gathered around him a group of people interested in training prison inmates in vocational skills.

At that time Dr. McKee's group received backing in the form of a federal grant. And the state fell in line, offering assistance as well.

This week, after 231 young inmates at Draper have been trained and graduated from the vocational experimental project, Gov. Lurleen B. Wallace proclaimed "Vocational Education Week" to mark 50 years of federal support for such training.

Beginning with a handful of people, including Assistant Director Mrs. Donna M. Seay, who had been a vocational coordinator at Lanier High School, McKee's staff soon grew. Today the staff includes 37 members involved in both training and experimental aspects of the project.

The training here, educators insist, is a symbol of what is happening throughout the United States in the field of vocational rehabilitation.

Forty-six graduates of the Draper Project are now awaiting parole or their release date from the institution. Of the 177 who have been placed in jobs, 150 have been put in training-related jobs, leaving 27 in jobs they had not been trained for in the project.

Of the 186 inmates graduated and released from Draper, the recidivism rate during the past two and a half years has been 23 per cent. Only 42 have returned. And of this number five have served their time and gone back out into the "free world."

Compared with recidivist rates elsewhere this is low, but there are many disagreements among educators and psychologists as to what basis recidivism should be evaluated. This leads only to confusion in comparisons.

Moneywise, some $700,000 has been spent by the Draper Project since it opened in October of 1964. A quarter of a million of this total has been used for the experimental portion of the project, including job placement and follow-up programs, as well as the development of new self - instruction teaching devices. About $450,000 has been spent in the training of trades, including teachers' salaries, books and other equipment.

Self - instructional programs are developed at Draper by Chief Martha Terry and Programmer Sam Cassells III. These programs, varied in style, use primarily all of the old standard teaching techniques as well as innovations of the past several years. And this is one of the truly experimental parts of the Draper Project; it teaches trades quickly and more efficiently through self-instructional methods.

The vocational courses at the project, barbering, brick - laying, service station attendant-mechanic and welding, are taught from first primary step to entry-level performance in six months. This provides what is believed by many labor people as an extremely short apprenticeship. But Draper people point out that the student undergoes exaggerated training during this period. He is trained in the classroom, by self - instructional programs and directly on the job.

The project was started with two other courses. These were in technical writing and radio-television repair. Both were dropped recently when they were found impractical for the inmate population.

Two other courses were made 12-month periods. Sign - painting was added. It was found, personnel say, to be a field in which few young people were entering, and many inmates have the basic skill for this course. Small electrical appliance repair was lengthened to include large appliances such as refrigerators, stoves and air conditioners.

Today the project is complicated, no longer using improvised temporary classrooms as was the case that first October. Today classes are held in the industrial area of the Correctional Center next to the State Technical Vocational School which is also providing worthwhile training.

Today also the project is backed by a non-profit organization, Rehabilitation Research Foundation, made up of a five-member board of directors. This board includes President Vera Bruhn, director of Jefferson County Association of Mental Health; Vice President Raymond D. Fowler Jr., head of the University of Alabama's psychiatry department; Secretary-Treasurer John W. Phillips, vicar of All Saints Episcopal Church in Montgomery; Dorothy E. Altheimer of Montgomery; and William C. Sturgeon, editor of Elevator World of Mobile. Under this board is also a 32-member advisory committee in labor, management and community affairs throughout Alabama.

BIRMINGHAM POST-HERALD — Friday, March 24, 1967 — PAGE 9

Ex-Convict Given New Chance

EDITOR'S NOTE: Gov. Lurleen Wallace has proclaimed this week VOCATIONAL EDUCATION WEEK, in commemoration of 50 years of Federal support for vocational education through the Smith-Hughes Law. The following story shows what such a program has done in one of Alabama's prisons.

* * *

BY BEN HOGAN

Frank T., age 21, has spent more than one quarter of his life in reform schools and prisons.

He dropped out of school in the fifth grade, has never seen the inside of a library, and his best job until three years ago lasted 16 weeks and paid $1 an hour.

With no parents or family ties, little education or hope for the future, Frank was typical of today's disadvantaged youth: a life spent in small-time criminal activities with frequent sojourns in prison.

Frank is now working in a small Alabama city as a welder, earning $3.70 an hour at a job he has held a year. He has had three salary increases and a promotion to foreman.

Active in the men's club of his church, he now carefully plans his future and is taking correspondence courses to increase his education.

What happened?

Frank was fortunate when he was sentenced for an offense he inevitably committed. He received three years at Draper Correctional Center in Elmore, a state prison.

A vocational education program there was the turning point in his life.

A prison farm, however, was Frank's first assignment. The vast majority of Alabama prisoners now work such farms at Atmore and Kilby prisons.

Frank hated the farm work from the start — work which in no way helped his chances of succeeding once he was released from prison.

When a poster on the prison bulletin board announced that tests were being given to those interested in enrolling in a vocational education program, Frank applied, primarily to get off the farm.

Transferred to Draper, Frank began a learning process unlike any school he had known. In place of the classroom atmosphere he hated, he found skilled tradesmen, college corpsmen and programmed instruction which permitted him to study at his own pace.

By the time Frank finished his training and was paroled, he had a new awareness of his own capabilities. He believed he could be somebody.

The vocational school at Draper is operated under the Manpower Development and Training Act of the Departments of Labor and Health, Education and Welfare.

Inmates may learn welding, barbering, automotive mechanics, sign painting, bricklaying or electrical appliance repairing.

After training the inmates, Draaer attempts to find jobs on the "ouside" for them to go to when released. Since a trained prisoner cannot be released until a job for him is found, employers are always welcomed and asked to phone Draper.

Although results are inconclusive because the program has only been existent two years, the percentage of Draper "graduates" returning to prison from new crimes seems to be less than one-fourth those from Alabama's other prisons: Kilby, Atmore, Julia Tutwiler, the Cattle Farm and the road camps.

Alabama does not have extensive vocational education for prisoners now. This state's prison leaders support such a program, however.

From: A. Frank Lee
Commissioner of Corrections
Kilby Prison
Montgomery, Alabama

March 27, 1967

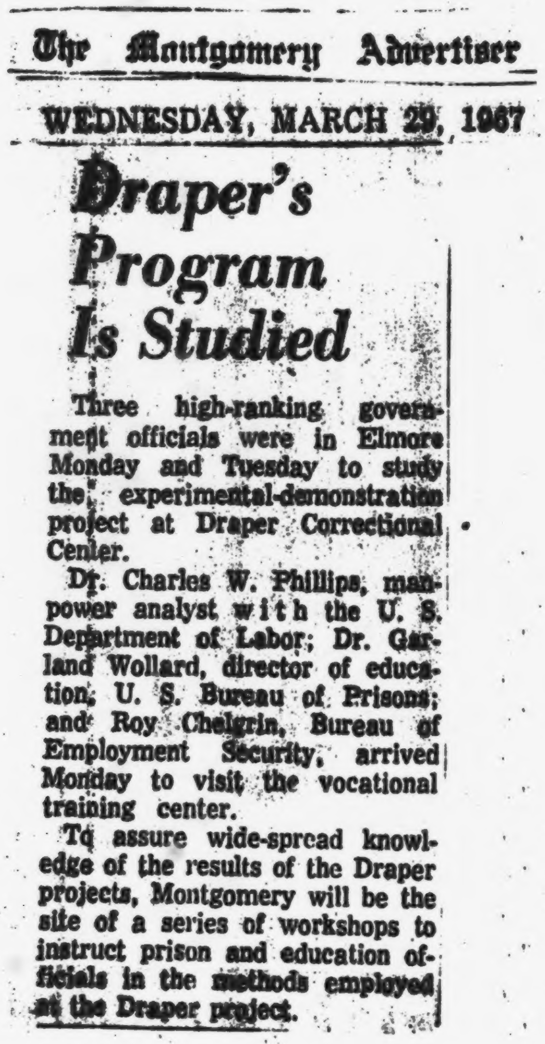
For Immediate Release

****

Three high-ranking federal government officials will visit the vocational training program being operated by the Rehabilitation Research Foundation at Draper Correctional Center, Elmore, Alabama this week. Dr. Charles W. Phillips, Manpower Analyst with the U. S. Department of Labor, Office of Manpower Policy, Evaluation and Research, Dr. Garland Wollard, Director of Education, U. S. Bureau of Prisons and Roy Chelgren, Bureau of Employment Security will arrive Monday, March 27th, for a two-day study of the experimental-demonstration project.

To ensure wide-spread knowledge of the results of this project, Montgomery will be the site of a series of workshops to instruct prison and education officials in the methods used by the Draper projects. A conference is scheduled for April 5-6 in Washington, D. C. to finalize plans for these workshops. Drs. Phillips and Wollard and Mr. Chelgren are visiting Draper in order to gain an insight into the workings of the project prior to this conference.

The program for rehabilitation of youthful offenders is being conducted with the cooperation of the Alabama Board of Corrections, the State Division of Vocational Education and the State Employment Service. The project is financed under the Manpower Training and Development Act.



The Montgomery Advertiser

WEDNESDAY, MARCH 29, 1967

Draper's Program Is Studied

Three high-ranking government officials were in Elmore Monday and Tuesday to study the experimental-demonstration project at Draper Correctional Center.

Dr. Charles W. Phillips, manpower analyst with the U. S. Department of Labor; Dr. Garland Wollard, director of education, U. S. Bureau of Prisons; and Roy Chelgrin, Bureau of Employment Security, arrived Monday to visit the vocational training center.

To assure wide-spread knowledge of the results of the Draper projects, Montgomery will be the site of a series of workshops to instruct prison and education officials in the methods employed at the Draper project.

The Birmingham News

Sunday, April 16, 1967

IN ALABAMA

Prisoner 'rehab' gains recognition

BY KATE HARRIS
News staff writer

SPEIGNER — Alabama is being held up as a nation-wide example of progressive rehabilitation of youthful prisoners.

Much of this can be attributed to State Prison Commissioner Frank Lee, who thinks "it's just plain, common sense for a person to learn to improve himself while he's an inmate."

A large part of the improvement in Alabama prisons has been directed toward the youthful offender because rehabilitation here offers more hope than with a hardened criminal.

A TEENAGER, whose thoughts are redirected, has a chance of living most of his adult life in harmony with society.

Another reason is that the crime rate is rising more rapidly in this age group than in any other. Therefore, if the young person can be helped, much can be done to reduce the crime rate.

So it is not surprising that Alabama's rehabilitation experiments have taken place at Draper Correctional Center here. Located in Elmore county, 25 miles northeast of Montgomery, its inmates are largely youths from 16 through the early twenties.

DRAPER WARDEN John Watkins, a keen young man who likes new ideas, began several years ago many innovations in the treatment of prisoners.

DR. JOHN McKEE

Draper was chosen as the penal institutions at which various experimental projects would be undertaken under the direction of Dr. John McKee.

Dr. McKee already had made a name for himself as an able explorer of new sociological and psychological methods during the time that he was Alabama director of mental health.

To raise the educational level of promising prisoners, an academic school of programmed instruction was begunin 1961 with a grant from the National Institute of Mental Health. It offered more than 350 self-instructional courses from the 3 Rs to college preparatory courses.

WHILE SOME OF the inmates entered college when they were released, it could be seen that most were not college material and needed primarily to learn how to make a living.

Three years ago a new project was started in which prisoners were given an opportunity to learn trades such as welding, bricklaying, barbering, and electricity.

This program has been financed by the U.S. Departments of Health, Education and Welfare and Labor.

Draper Correctional Center, as well as the other Alabama prisons, must pay its own way, and the inmates are expected to work.

THEREFORE, inmates taking the classes were carefully selected as to their potential to become good citizens. They attend classes eight hours a day five days a week.

They receive personal and vocational counseling and every attempt is made to place them in suitable jobs before they leave the center.

Lee, Watkins, Dr. McKee and Mrs. Donna Seay, assistant director, feel that most of the young men to whom the program is being made available will not come back to prison.

Purpose of the experiment is to determine to what extent increased education and job training reduces the chances of a man's turning to a life of crime.

THE PROJECT has attracted nation-wide attention. Hardly a week passes but that officials from other states or abroad drop in to see the program in action.

So deep had the interest become that a series of workshops throughout the country are being planned to inform correctional officers of what is being done here.

The first will be held in Montgomery May 23-25 and will be limited to officials from throughout the Southeast.

The second will be held later at the University of Houston for those throughout the Southwest and subsequent workshops are in the planning stages in other areas. Purpose of the workshops will be to instruct others in setting up similar programs in their

ALABAMA JOURNAL

MAY 8, 1967

Draper Featured In Exhibit

SPEIGNER — The Rehabilitation Research Foundation at Draper Correctional Center here was featured in a recent photography exhibit in the Sam Rayburn Office Building in Washington D.C.

The Alabama display, it was announced by State Prison Commissioner A. Frank Lee, showed the pioneer efforts in the field of rehabilitating youthful offenders through the application of behavioral science techniques.

The two projects being sponsored by the Foundation are nationally recognized for their pioneering in this field.

One project, an experimental academic show, is funded by the National Institute of Mental Health and the other, an experimental program in vocational and social education, is financed jointly by the U.S. Departments of Labor and Health, Education, and Welfare under the Manpower Development and Training Act.

The display, mounted photographs and captions, illustrated both projects with the common aim of rehabilitation.

THE SUN MAY 11, 1967

State Featured In D.C. Display

A. Frank Lee, commissioner of the Board of Corrections, today released pictures of Alabama's display at an exhibit held recently in the Sam Rayburn office building, Washington, D.C.

Sponsored by Representative James H. Scheuer of New York, the exhibit on "Crime Control: A Look Into The Future" also featured displays by such diverse organizations as Raytheon Corporation, General Dynamics, the Argonne National Laboratory, and the U. S. Atomic Energy Commission.

The purpose of the exhibit was to focus national attention on the need for intensive research on crime and how it can be controlled. The crime exhibit was intended primarily for the review of Senators, Representatives, members of the press, and officials from the executive branch of the government.

The Alabama display featured two research programs being operated at Draper Correctional Center in Elmore by the Rehabilitation Research Foundation. These programs are nationally recognized as pioneer efforts in the field of rehabilitating youthful offenders through the application of behavioral science techniques. One, an experimental academic project, is funded by the National Institute of Mental Health. The other, an experimental program in vocational and social education, is financed jointly by the U.S. Departments of Labor and Health, Education, and Welfare under the Manpower Development and Training Act. This project also features basic education, counseling, job placement, and follow-up of releasees in the community.

Creating an exhibit which would illustrate the diversity of instructional techniques utilized in these projects was a problem. "We didn't want to hit the viewers with a mass of material," says Dr. John McKee, director of the foundation's activities. "But we wanted to get across the idea that we do have two projects here which offer preparation in fields as varied as basic education, vocational training, and pre-college instruction." With mounted photographs and captions, the display illustrated the two projects with a common aim — rehabilitation of youthful offenders.

The success of the board of correction's display in Washington demonstrated to the congressmen that the State of Alabama has a rehabilitation program at Draper which could be a model for prisons everywhere.

Appendix D

Dissemination

SUMMARY OF SURVEY DATA AS OF 4/3/67

On the basis of 72 responses to our questionnaire, which was sent to 258 agencies, we know that our proposed workshop has attracted numerous prospective participants. Ninety-nine (99) persons have indicated they wish to attend. Many other agencies have stated their wish in general terms which we have not translated into a projected number of participants. Extrapolating on the basis of returns to date, it would seem that our first mailing attracted about 400 prospective participants. We feel that once we are able to concentrate on a specific geographical area and can begin to generate more interest on the part of officials in that area, our number of participants will greatly increase.

An attached sheet shows the percentage of persons interested in each of our ten proposed topics. A second attached sheet lists additional topics suggested. We have incorporated these suggestions into plans for work groups.

A list is attached detailing responses on a geographic (by state) and agency basis.

For a variety of reasons, not everyone who has indicated a wish to attend this first workshop will be able to do so. When we write again to these people, we should be able to tell them proposed dates and locations of future workshops in which they may participate. A list of prospective attendees at any future workshop should be maintained.

MDTA MINI-CONFERENCE

Washington, April 5-6, 1967

1. Establish guidelines for selection of delegates:
    a. If the purpose is publicity, then three or four officials (possibly one each from corrections, vocational education, vocational rehabilitation and parole as a loose grouping) from 20 or 25 states may be what is wanted.
    b. If the purpose is to inform or instruct, the group should be limited to about 10 or 12 officials from each of six states. Tentative priority should be given HEW Region IV (South Carolina, Georgia, Florida, Alabama, Mississippi, and Tennessee). Close attention would be paid to exposing the delegates to as much of the program as possible within the time period, with as much of the exposure in-depth as time permits.
2. When the guidelines for the purpose and the selection of participants have been set forth, it will be possible to select the materials to be used.

PRIORITY (by percentages)

	Priority of Interest				
		Low	Medium	High	
Topics	1	2	3	4	5
1. Training a. Pre-vocational b. Vocational c. Personal-social skill development d. Remedial and basic education	4.1	4.1	13.9	25.0	52.9
2. Purpose and objectives of MDT projects in correctional institutions	9.7	4.1	23.6	13.9	48.7
3. Community follow-up services for releasees	5.5	11.1	16.8	30.5	36.1
4. Job development and placement	8.3	5.5	23.6	27.8	34.8
5. How cooperating agencies work with MTD projects	5.5	11.1	25.0	23.6	34.8
6. Recruitment a. Identification of target population needs b. Testing and counseling c. Job orientation d. Assessment and selection	4.1	5.5	32.0	23.6	34.8
7. Program administration a. Staffing b. Staff development c. Evaluation d. Reports	5.5	2.8	30.5	27.8	33.4
8. Impact of Manpower Training programs on correctional institutions a. Prison contraculture b. Administration c. Custodial and treatment activities	6.9	8.3	37.1	23.6	24.1
9. How to individualize instruction	6.9	11.1	36.1	21.8	24.1
10. Use of subprofessionals	11.1	22.2	30.5	15.2	21.0

PROPOSED TOPICS

Teacher training

Teaching materials

The role of guidance services in projects for correctional institutions--structure and organization of guidance services

The instructor - experience, leadership, qualifications

The man - the trainee - characteristics

The job - training from where to where, materials, machines, equipment.

Preparation of applications

Teacher training programs

Necessary supportive services and utilization in training

Cooperation vs. Competition
    Planning
    Implementation
    Evaluation

Instructional materials and aids best suited to the Vocational Training of Inmates

Services after prison - job follow-up

Coordination between work programs, including vocational education and basic education. Every prison job should be a learning experience.

Responsibilities of the MDT program

Legislation now before the Congress affecting MDT programs

Coupled projects

On the job training

Individual Referrals

Skill Center Concept

Acceptability of releasees - by Labor, Industry, Business

Activation of MDT Plan to provide bonding, when necessary, to enter employment

Validity of the vocational training provided, in relation to the needs of industry in the area where releasee will reside.

Discussion of a firmer relationship between Corrections, MDT & Voc. Rehab. Examples of success. (South Carolina)

Preliminary training within correctional facility - continued training outside? Union-management cooperation in a Trades Advisory Council capacity?

Getting maximum attendance and participation of institutional director and staff in the training phase of the introduction of the program.

Initial planning for MDT programs.

Forms and Reports

Determining Specific training needs in relation to probable expected job openings.

Providing relocation assistance, when needed.

Obtaining complete follow-up data regarding employability following completion/ release.

Occupational Advisory Committee, selection and use.

New types of programs

Ways of securing better cooperation with trade unions

Methods employed to stimulate recruitment at college level or other levels.

Grant application procedures

REVISED TENTATIVE PROGRAM

DRAPER CONFERENCE

Manpower Development and Training in Correctional Programs

The Governor's House Motel
Montgomery, Alabama
May 22 -25, 1967

Monday, May 22

4:00 - 6:00 p.m. REGISTRATION

(Luncheon and dinner tickets will be sold at the registration desk.)

8:00 - 9:00 p.m. OPENING SESSION

Welcome: The Honorable Earl D. James
Mayor of Montgomery

Ernest B. Stone
Superintendent
Alabama Department of Education

A.F. Lee
Commissioner
Alabama Board of Corrections

Address: "The Federal Role in Correctional Programs"

William B. Hewitt
Chief, Division of Manpower Program Planning
Office of Manpower Policy, Evaluation, and Research
U. S. Department of Labor

Recorder: Mary Davies

9:00 - 10:00 p.m. DUTCH SOCIAL HOUR

Tuesday, May 23

8:00 - 9:00 a.m. Bus trip to Draper Correctional Center

9:00 - 9:30 a.m. ORIENTATION to the Draper Experimental-Demonstration Projects

John M. McKee, Director
Draper E & D Project

Tuesday, May 23 - continued

9:30 - 11:30 a.m. GUIDED TOURS of Draper Correctional Center

John M. McKee	Carl B. Clements
Donna M. Seay	Grady Wayne Booker
Paul W. Gayton	Benjamin P. Franklin

Tour Guides

11:30 - 12:30 Return trip to Governor's House Motel

12:30 - 2:00 p.m. LUNCHEON

Address: "Administration Problems of an MDT Program"

Howard Matthews
Director, Manpower Development & Training Branch
U. S. Office of Education

Recorder: Martha Terry

2:00 - 2:30 p.m. BREAK

2:30 - 3:30 p.m. PANEL: "The Role of Federal Agencies: Sources of Funding"

Moderator: Charles Gilmore
Chief, Division of Experimental-Demonstration Programs
Office of Manpower Policy, Evaluation, and Research
U. S. Department of Labor

Panelists: William B. Hewitt, OMPER, U. S. Department of Labor

Howard Matthews, MDT, U. S. Office of Education

Louis R. Schubert
Regional Assistant Commissioner
Vocational Rehabilitation Administration
U.S. Department of Health, Education and Welfare

Jerome Bernstein
Deputy Director
Manpower Division
Community Action Program
Office of Economic Opportunity
Washington

Tuesday, May 23 - continued

John Cross
Program Officer
Title I, Elementary and Secondary Education
U.S. Office of Education
Region IV

Ruth Maitland
Office of Juvenile Delinquency
and Youth Development
U. S. Department of Health,
Education, and Welfare

3:30 - 4:00 p.m. Questions to Panel

Recorder: Bill Throckmorton

6:00 - 7.00 p.m. DUTCH SOCIAL HOUR

7:00 - 8:00 p.m. BANQUET

8:00 - 10:30 p.m. OPEN - ENDED SEMINAR

(8:00 - 8:30 p.m.) Address: "Characteristics of an Inmate Population"

John C. Watkins
Warden
Draper Correctional Center

8:30 - 10:30 p.m. Panel: "Characteristics of an Inmate Population"

Moderator: Charles W. Phillips
Division of Utilization
Office of Manpower Policy, Evaluation,
and Research
U. S. Department of Labor

Panelists: William T. Adams
Associate Director
Joint Commission on Correctional
Manpower and Training

Ellis C. MacDougall
Director
South Carolina Department of Corrections

Warden John C. Watkins

Former students in the academic and vocational
projects at Draper Correctional Center

Recorder: Virginia Esposito

Wednesday, May 24

8:30 - 9:00 a.m. **ADDRESS:** "Problems of Counseling in an MDT Program for Offenders"

Paul W. Cayton
Supervisor
Counseling and Evaluation
Draper E & D Project

Recorder: Joyce Duncan

9:00 - 10:00 a.m. **WORKSHOPS** - Counseling Problems

Workshop Leaders:
Ann Donovan
MDT Branch Office of Education
U. S. Department of Health, Education, and Welfare

Copeland J. Pace
Regional Representative
Bureau of Employment Security, Region IV
U. S. Department of Labor

William Moore
Director
Office of Special Activities
Bureau of Apprenticeship Training
U. S. Department of Labor

Resource People:
Leon G. Leiberg, Project Director
W. D. Pointer, Training Coordinator
Vernon E. Hawkins, Job Placement Officer
National Committee for Children and Youth's
"Project Challenge"
Lorton, Virginia

John M. McKee, Director
Donna M. Seay, Program Director
C. J. Rosecrans, Clinical Psychologist Consultant
Paul W. Cayton
W. H. Phillips, Vocational-Personal Counselor
W. Malon Graham, Supplementary Instructor
Draper E & D Project
Elmore, Alabama

David I. Morgan, Clinical Psychologist
Grady Decell, MDT Project Director
Edward Thomas, Counselor
South Carolina Department of Corrections
MDT Project

Wednesday, May 24 continued

Saleem Shah
Consultant
Center for Studies of Crime and Delinquency
National Institute of Mental Health

John C. Watkins
Draper Correctional Center

Recorders: Joyce Duncan
Eloise Phillips
Lee Wallerstein

10:00 - 10:15 BREAK

10:15 / 10:45 ADDRESS "Education and Training versus Maintenance and Other Prison Work Programs"

Wesley D. Pointer
Training Coordinator
NCCY's "Project Challenge"

Recorder: Eloise White

10:45 - 11:45 a.m.

WORKSHOPS: Education and Training Problems

Workshop Leaders: A. E. Houk
Supervisor, MDT
Division of Vocational Education
Alabama Department of Education

Charles F. Bilbro
Assistant Supervisor
Manpower Development Training
Division of Vocational Education
Alabama Department of Education

J. R. Wommack
Manpower Development Training Program Officer
Region IV
U. S. Office of Health, Education, and Welfare

Resource People: Messrs. Leiberg, Pointer, and Hawkins - Lorton

John M. McKee, Donna M. Seay, Paul Cayton
Benjamin P. Franklin, Carl B. Clements,
Martha Terry, W. Malon Graham, Grady M. Meredith
Draper

Wednesday, May 24 - continued

Resource People:
(continued)
Messrs. Morgan, Decell, and Thomas - South Carolina

Charles E. James

U. S. Bureau of Prisons

Recorders: Joe Dutton
Joe W. Thomas
Eloise White

11:45 - 12:15 p.m. BREAK

12:15 - 1:45 p.m. LUNCHEON

Introduction of College Corps

Address: "Use of Nonprofessionals and Service Volunteers in Corrections

Leon G. Leiberg
Director
NCCY's "Project Challenge"

Recorder Joyce Duncan

1:45 - 2:15 p.m. BREAK

2:15 - 2:45 p.m. ADDRESS: "Job Development and Placement for the Ex-Offender"

Clyde Sullivan
Project Officer, Rikers Island
Social Restoration Research Center, New York

Recorder: Lee Wallerstein

2:45 - 3:45 p.m. WORKSHOPS: Job Development and "Placement for the Ex-Offender"

Workshop Leaders: Roy Chelgren
Chief of Older Workers Service
U. S. Employment Security
U. S. Department of Labor

Jack Dennis, Manager
Alabama State Employment Service

William Paschell
Project Officer
Special Manpower Problems
U. S. Department of Labor

Wednesday, May 24 - continued

Resource People: Messrs. Leiberg, Pointer, and Hawkins-Lorton

John M. McKee, Donna M. Seay, Paul W. Cayton
Walter J. Bamberg, Job Development and Placement Officer, Jim Morrison, Parole Supervisor,
John Vickers, Research Analyst - Draper

Messrs. Morgan, Decell, and Thomas - South Carolina
Clyde Sullivan - Rikers Island
Charles E. James - U. S. Bureau of Prisons

Recorders: Virginia Esposito
Eloise Phillips
Lee Wallerstein

3:45 - 5:00 p.m. DEMONSTRATIONS

"The Use of Programmed Instruction"

C. Glenn Valentine
Staff Supervisor
Plant Training
Michigan Bell Telephone Company

"Use of the PerceptoScope"

W. Malon Graham
Draper E & D Project

Recorder: Carl Clements

8:00 - 8:30 p.m. Film: "Danbury Work Release Program"

8:30 - 9:30 p.m. Statewide Pre-Recorded Educational Television Broadcast: "Sense of Captivity"

9:30 - 10:30 p.m. Film: "Odds Against"

Tape: "Lorton Project"

Thursday, May 25

8:30 - 9:00 a.m. Summary Reports from Workshops

9:00 - 10:00 a. m. PANEL: "How to Evaluate a Program"

Moderator: Joseph Champagne
Institute of Human Resources
University of Houston
Houston, Texas

Thursday, May 25 continued

Panelists: Saleem A. Shah
John M. McKee
Ellis C. MacDougall

Recorder: Paul W. Cayton

10:00 - 10:15 a.m. BREAK

10:15 - 10:30 a.m. Conference Evaluation

10:30 - 11:00 a.m. FINAL ADDRESS

"The Challenge of Crime in a Free Society"

Joseph Colmen
Deputy Assistant Secretary of Education
U. S. Department of Health, Education, and Welfare

Recorder: Joyce Duncan

11:00 - 11:30 a.m. Closing

John M. McKee

Conference Coordinator
Miss Anne Adams, Historian
Draper E&D Project 567-4305, Ext. 74
547 S. Perry Street, Apt. #16
Montgomery, Alabama 265-2434

Assistant Conference Coordinator
Mrs. Christian B. Learning
Draper E&D Project 567-4305, Ext. 67
Route 143
Millbrook, Alabama 285-5062

Dr. John M. McKee, Director
Rehabilitation Research Foundation
Draper Correctional Center
P. O. Box 1107
Elmore, Alabama 36025

WORKSHOP SPONSORS

Rehabilitation Research Foundation
P. O. Box 1107
Elmore, Alabama

conducting

MDT VOCATIONAL E&D PROJECT

funded by

U. S. Department of Labor
Office of Manpower Policy, Evaluation,
and Research

and

U. S. Department of Health, Education,
and Welfare
Division of Manpower Development
and Training

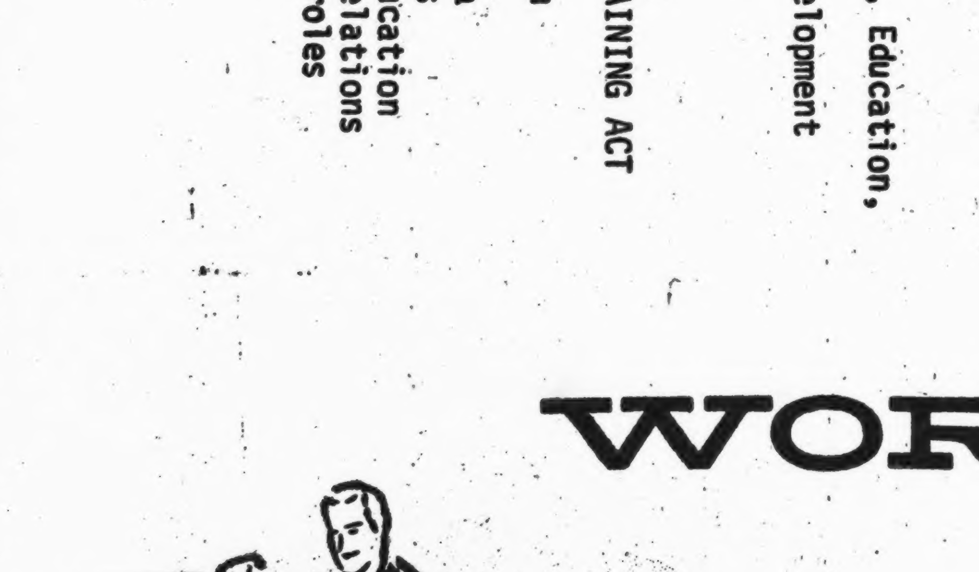
under the

MANPOWER DEVELOPMENT & TRAINING ACT

in cooperation with

the State of Alabama
Board of Corrections
Division of Vocational Education
Department of Industrial Relations
Board of Pardons and Paroles

WORKSHOP



Manpower Development and Training

in Correctional Programs

Montgomery, Alabama

May 23-25, 1967

D-15

PURPOSE

Many requests for information and technical assistance have been received by the MDT Project at Draper Correctional Center, Elmore, Alabama. To meet these requests, a workshop will be held to disseminate the experimental and demonstration findings of Draper's Correctional Manpower Training Program.

ATTENDANCE

Workshop attendance will be limited to approximately 20 people who will be responsible for planning and implementing MDT programs in the field of corrections. There will be opportunities for firsthand observation and on-the-spot interchange of experience with personnel of the Draper MDT Project, Representatives from other correctional MDT projects will be invited to relate their experiences.

COST

No charge will be made for attending the workshop. Participants will be responsible for their travel expense.

PROGRAM (*Tentative*)

Date: May 23-25, 1967

Place: Albert Pick Motel
Montgomery, Alabama

Emphasis of the workshop will be on how MDT programs can be planned and implemented in correctional institutions. The program will include such subjects as the following:

THEORETICAL BACKGROUND OF MDT PROJECTS

OVERVIEW OF DRAPER'S VOCATIONAL E&D PROJECT UNDER MDTA
- Recruitment
- Testing & Counseling
- Job Orientation
- Assessment & Selection
- Training
  - Prevocational
  - Remedial & Supplementary
  - Vocational (Skill)
- Use of Subprofessionals
- Programmed Instruction
  - Development
  - Use (Administration)
  - Evaluation
- Job Development & Placement
- Follow-up Services
  - Community Sponsorship Program

IMPACT ON THE CORRECTIONAL INSTITUTION
- Prison Contraculture
- Administration

ROLE OF COOPERATING AGENCIES

APPLICATION

for

MDT WORKSHOP

Date: May 23-25, 1967

Place: Albert Pick Motel
Montgomery, Alabama

NAME______________________
(Please print or type)

POSITION______________________

ORGANIZATION______________________

____

ADDRESS______________________
(Street)

______________, ______________
(City) (State)

Please make hotel reservations for the following dates:

____

Name of Motel: Albert Pick

Room	Rate
☐ Single	$ 7.50
☐ Double	$10.00

Appendix E

Counseling in an MDT Program for Offenders--Emphasis: Problems

Paul W. Cayton

THE COUNSELING PROCESS IN AN MDT PROGRAM FOR OFFENDERS--Emphasis: Problems[1]

Paul W. Cayton
Draper Correctional Center
Elmore, Alabama

In order to discuss some of the problems encountered in Draper's MDT counseling program, I shall attempt to describe briefly the counseling process--a process which begins when an inmate arrives at Draper, and continues after his release from prison. When one has some concept of the counseling process, he can better understand the problems presented and can relate them to the stages of the counseling process.

The counseling process in the Draper MDT project involves orientation, testing, vocational guidance, prevocational training, counseling during training, job development and placement, and follow-up counseling. Within the first week after inmates arrive at Draper, they are given an orientation to the educational and vocational programs and are administered an achievement test battery. These two activities give the counselors and counselor-support personnel opportunities to talk with them. Explanations are given in detail as to how they may gain admission into the MDT program at Draper.

Counselor-support personnel make a thorough investigation of the inmates' prison files so that counselors can evaluate prior criminal patterns, social and economic information, and other information needed to determine the possibility of their admission into the program. Usually, however, the inmate is assigned to prison labor at this point. The classification officer has worked out a point system based on work performance, cooperation, and behavior. When an inmate has earned enough points, he may apply for one of the educational or vocational programs at Draper. (Makes school programs positive reinforcements) If he files application with MDT, he is personally interviewed by the counselor, and, if accepted, placed in an ongoing program of basic education with emphases on basic skills, personal-social development, vocational guidance, and counseling. The world of work is explored. Many occupational films are viewed and discussed by the student. Vocational interest and aptitude tests are administered, the results of which are discussed with the student.

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[1] Prepared for presentation at the Draper Conference on Manpower Development and Training in Correctional Programs, Montgomery, Alabama, May 24, 1967.

The recruiting process involves all of the things which I have described. The description illustrates a very important point--contact in person. Printed announcements help, but they are not as effective for recruiting as personal contact; and through the contact we are giving guidance to many who do not enter our vocational program. Some possess the skills for making a living, but need help in personal-social development.

When basic education students acquire skills needed to enter the vocational training program, they may now make a choice of training. In order to help them determine the vocational area they want to enter, they spend some time in each of the shops. There, the vocational instructors talk with them concerning training--advantages and disadvantages of each trade--and allow them to become familiar with tools and equipment. After this orientation, and further talks with the vocational counselor, they make a final choice of training.

Many stages have been set for the period of counseling during training. Counselors and instructors have personal, social, criminal, and other information, such as test scores, on each student before he enters vocational training. Student and counselor are already familiar with each other. Remedial work can begin immediately, since deficiencies have already been diagnosed. Guided group interaction can be planned for in advance. Counselors, with advance information on each trainee, can begin immediate referrals, if needed, to the vocational rehabilitation counselor, to the clinical psychologist, etc. Relations with inmate's family can be affected by soliciting cooperation and support. If needed, arrangements can be made for eye examinations and glasses for the trainee.

After the trainee begins vocational training, he quite often reveals to the counselor problems which he was unwilling to reveal heretofore, for fear that the problems would prevent his admission into the program. One typical problem is a detainer (holdover) which is not recorded in his prison file, but may be momentarily filed. This holdover is for a crime committed for which the inmate will stand trial.

In order for you to understand some of the kinds of problems presented by counselees, I shall quote some of the introductory remarks made by counselees when they visit the counselor. Consider each of these--keeping in mind that the counselee is a prisoner and cannot get outside to take action for himself.

> "I have just received a letter from home. My mother tells me that my wife is not treating my baby right. The baby is not getting the food it needs. She leaves it and runs around with

other men. I'm going to escape and go home and set her straight. I can't concentrate on study with all this happening at home."

"I've just received a letter from the military finance officer which says that I owe them $78, which was overpaid to me while in service. What do I do about it?"

"I think my shop instructor is running me down. I can't seem to do anything right. Other 'cons' can do things, but when I do the same things, he picks on me."

"I am worried about getting a parole. I have no parents. I lived in an orphan home until I got into trouble, and was put in the Boys' Industrial School. The Parole Board requires a home program. How do I arrange this?"

"I have just received word that my mother is dying. Would you call the Warden and ask him if I could go home to see her?"

"There's an inmate inside who has sent me threatening messages. I'm not afraid of him, but I want to avoid trouble if possible, because I don't want to get put in the 'doghouse' and get kicked out of school, or lose my chances for parole. Could I be transferred to another cell away from him?"

A bricklaying student has been sent to the counselor's office by his instructor. The trainee is complaining of stomach pains, and says that he is not able to mix mortar, or do any lifting. His record indicates that he has chronic psychosomatic illnesses. The prison doctor knows him very well, because of the many times he has reported for sick call. The counselor calls the doctor and asks his advice. The doctor says he is faking--to send him back to work. The boy insists that he believes he is having an attack of appendicitis. There is no sickroom in the MDT area. Inmates cannot be sent back inside to go to bed unless the doctor says so. What action does the counselor take?

"Here is a notice my mother sent me. It is a notice from the draft board at Nashville, Tennessee, to report yesterday."

"I got a letter today from a lawyer, and he wants me to sign this form so my wife can get a divorce. I don't want a divorce."

"Tell me what this letter means." The letter was from a collection agency trying to collect a debt of over $400 for a camera, jewelry, and clothes bought while in military service.

"Should I answer this letter? It is from my wife, but she tells me she is having the best time of her life, and then she signs it 'darling.'"

"Will you help me locate my father? His last known address was Butte, Montana. I have written more than once, but received no reply. My letters have not been returned."

"I'm in trouble. I owe money to an inmate inside, and I'm being threatened. Will you write my mother to send me at least fifty dollars, and if she doesn't hurry, it will double."

"Here is a letter from Ma. She and Pa are fighting again. I have got to get out of here so I can look after them."

"Can you help me get my tax refund? Here is my W-2 form."

"I was on federal probation when I was convicted for these state charges. Am I still making time on the federal sentence?"

"I lost four months' good time for fighting. Can you get my good time restored?"

"I have a federal sentence for three years running concurrently with my state sentence. Can you get me paroled from the federal sentence to coincide with the proposed state parole?"

I have described these situations so that you could gain insight into the problems MDT prisoners have, and to point out the groups inside and outside prison with whom counselors must work in order to seek solutions to the problems presented. Counselors must work closely with prison authorities, instructors, state parole boards, federal parole boards, state and federal courts, welfare agencies, health agencies, Vocational Rehabilitation, state employment services, U. S. Department of Internal Revenue, U. S. military, etc. Contacts are made in person, by telephone, or by letter, depending upon the urgency of the action needed, and the accessibility of the cooperating agency.

During the first few weeks of training, each trainee is scheduled for an individual counseling session. The primary purpose of this is to set the stage for further counseling, if needed. Other counseling sessions are either voluntary on the counselee's part, or by referral from the instructor, Warden, or others. Most trainees ask for counseling after the services and opportunities have been explained to them.

Each training class is scheduled for a two-hour group guidance--interaction--session each week. Discussions involve grooming, attitude, budgeting money and time, job application and interview, citizenship, and various problems common to prisoners. Discussions follow role-playing, film presentations, instructor-structured lessons, and talks by consultants who are invited to visit the class (alcoholism agency, mental health, employment people, industrial job and development personnel, and others). Following one of the earlier discussions, each trainee fills out a problems checklist, which serves as a guide for further guided group interaction, and for the personal counselor's use.

Before graduation, each trainee is interviewed by the job placement officer. The purposes of this interview are to make plans for release from prison--home program, job development and placement, arrange sponsors, if needed, and handle other problems presented by the potential releasee. The job development and placement officer and follow-up counselors are all actually involved in both placement and follow-up. It is very important that they get to know the trainee and his family before release. It sets the stage for follow-up counseling.

The follow-up personnel must begin their contacts as soon as possible after the offender's release. The first 90 days are crucial for the ex-inmate. He has entered a world which may be totally foreign to him. When feasible, the counselor takes the releasee to meet his parole officer and employer, and then helps to get him settled in his home program, which may be a boardinghouse. These things, again, set the stage for continuous follow-up. Close contact with the releasee, either through personal contact or contact with his parole officer, is a necessity. Tendencies toward recidivism should be attacked "head on." It's too late after the act has been committed. The follow-up counselors must maintain good relations with the parolee, his employer, family, and parole officer.

I have described briefly the counseling process at Draper MDT from recruiting through basic education, vocational training, and, finally, follow-up. There have been many problems confronted by counselors in all areas of the counseling process. I shall describe some of these problems, as well as the ways by which we have attempted to solve them.

PROBLEM I. Shortage of Counseling Personnel. The counseling staff of Draper MDT consists of one supervisor of counseling, who is also the supervisor of training, research, and evaluation; a personal-vocational counselor; three combination job placement and follow-up counselors; one supplementary instructor, who handles the guided group interaction sessions; and one part-time clinical psychologist, who works two days each month. With 140 trainees in prevocational and vocational training who need on-site counseling services, and approximately 231 graduates located throughout the state (some out of state) who need continuous and intensive follow-up services, there are not enough counselors to furnish the services needed.

We have helped to alleviate this problem in several ways--four of which I will describe here. College students, preferably juniors, seniors, or graduate students studying guidance and counseling, have been employed as support-personnel for the counseling team. Forty-seven college students from fifteen different colleges and universities have been employed by either the Experimental Academic Project or MDT--forty have worked as assistants to prevocational and remedial instructors, and seven have worked with the counseling team. They perform such duties as orienting new students, administering and scoring various tests, making thorough investigations of the inmates' files, maintaining complete records of student progress, interviewing applicants and counselors, and a very important activity--engaging the counselee in informal, casual dialogue as a means of putting him at ease, and establishing an openness to counseling. This latter function is especially important when performed by an interviewer who is making initial contact with potential counselees who may be hostile toward, or apprehensive of, counseling. College co-op students serve as successful role-identities (models) with whom failure-proned inmates can easily relate--sometimes more so than with older adults. (More detailed information from papers published by the Rehabilitation Research Foundation on the use of college co-op students will be passed out to you during the conference.)

Another solution to this problem has been the involvement of instructors in the counseling process. Instructors have students in classes and shopwork six hours each day for 30 hours each week--an excellent opportunity to deal with problems common to the group. At first, instructors were apprehensive of the role they should play in counseling--or as one instructor stated, "It's much easier just to send him to the counselor." The clinical psychologist, who serves as a consultant to the project, conducted several sessions with the instructors and counselors, emphasizing how instructors could involve themselves in the counseling process. Criminal patterns and inmate characteristics were discussed at length; role-playing was demonstrated--actually involving instructors, counselors, college students, and other staff members. Cautions were given as to how to recognize when a trainee should be referred to a trained counselor. This training resulted in instructors becoming more involved, understanding the trainee, and discovering that the trainees became better students as a result of this involvement. Trainees respond to an understanding empathetic instructor, but will take advantage of overly sympathetic, bleeding heart do-gooders. This is true of counselors as well. (Again, more information on this subject will be presented to you in the printed matter which you receive.)

Last year, administrators from the State Vocational Rehabilitation Service, State Board of Corrections, and the Rehabilitation Research Foundation met to discuss the possibility of placing full-time vocational rehabilitation counselors within the prisons of Alabama. One was placed at Draper, and two at Atmore Prison. This has proven to be invaluable to MDT, as well as Vocational Rehabilitation, and particularly to the inmates who receive vocational rehabilitation services. Many of the MDT graduates have been placed in rehabilitation centers throughout the state, which helps provide support needed by releasees during the transitional adjustment period. Although the vocational rehabilitation counselor makes his services available to all inmates at Draper who qualify, we consider him a definite member of the treatment team. MDT students are referred to him for various forms of therapy-physical, emotional, psychological, etc. Clinical psychologists, paid by Vocational Rehabilitation, conduct group therapy sessions weekly with the inmates, MDT students included.

To help alleviate the burdens of the follow-up counselors in their work with releasees, we have initiated a program to solicit, and to use, community sponsorship agencies and individual sponsors. This program is initiated through talks by staff members before various civic groups. The sponsoring group selects an individual sponsor who comes to the prison and meets the potential releasee. The sponsor is oriented to all phases of the prisoner's life. He discusses the inmate with the Warden, counselors, MDT staff members, and the potential releasee's parole officer. The sponsor agrees to help secure a job, home program and other necessities for the releasee. He will also spend time each week with the releasee. These activities may include bowling, movies, sports activities, or visits to the sponsor's home. This is a very limited description of this program. It has not been in effect long enough to draw any conclusions.

PROBLEM II. Multiple problems within the convict culture--cautions to counselors. Within the convict culture, which definitely exists at Draper Correctional Center, one finds a convict who wants to be called a "solid" convict--one who speaks convict language, and lives by an unwritten handed-down constitution preambled by phraseologies such as, "Thou shall not tell," or "Thou shall not rat," and an economic system, which is anti-laissez faire and more oriented to the code of, "Do unto others before they do unto you." This very same code may be applied to the unashamed sex life the convict may discuss with the naive counselor, just to shock him off his cushioned perch. Counselors must learn, as soon as possible, just how all factions of the convict culture operate. He'd better not give a non-directed "uh huh" to a pointed question asked by a counselee, such as, "Have you ever 'shacked' with a 'slick?'" I believe a counselor should avoid the use of convict vernacular, but he definitely needs to understand it. It is not easy for a counselor to be empathetic to all the problems which a counselee brings to him about institutional life, but in order to understand these problems, he must be knowledgeable about all phases of prison life. These problems might be slightly exaggerated, but they can present some barriers to the counseling process. Guided group interaction will not be too effective if participants feel that there is a "rat" in the group. These barriers can be overcome; it takes time and the utilization of many techniques by the counselor.

PROBLEM III. Recruiting. Many of the problems encountered during the first year that MDT was at Draper have been solved. The counseling process, which I have described, is an outgrowth of periodic solutions to the recruiting problems--particularly, orientation and MDT prevocational; however, the problem of prison maintenance competing with our needs for enrollment was further complicated by recruitment of inmates for the state trade school, which began operation last year. Of the 621 inmates in residence at Draper, over 50 percent are enrolled in either the Experimental Academic Project, sponsored by the National Institute of Mental Health; the MDTA vocational and prevocational schools; or the State Trade School. This speaks well for the vocational and educational rehabilitative efforts being conducted at Draper, but creates a labor shortage for the prison system, which must earn at least 70 percent of its financial support. Inmates who could well qualify for the programs in operation at Draper are also the best risks for road construction done by trusties. Such road construction work is a major source of income for the prison system. Semi-mechanized farms furnish most of the food for the prisoners, and require hundreds of prisoners for labor. We have carried our recruitment into other prisons of the state, with some degree of success. This problem is understandable, and a solution seems almost impossible, unless the Board of Corrections could be reimbursed for the amount of time the inmates spend in training. The competition for manpower means, of course, that we have had to take many inmates into the program whose predictability of success seemed extremely doubtful. However, we are an experimental project, and are willing to see what we can do with them. Even with these limitations on selection, we have had a low dropout and recidivism rate--11 percent and 22 percent, respectively.

PROBLEM IV. Job placement and follow up. Since job placement and development will be discussed in one of the later workshops, I shall not dwell on it here. Thus far, our follow-up studies indicate that we have been able to place all the trainees who have graduated from MDT. Employers are satisfied with the work they do. The lack of money while in prison continues to be a problem for the releasee--particularly during the first few months after release--money for clothes, tools, room and board, at least until he "gets on his feet." This problem has been greatly alleviated through aid from the Labor Mobility Project of Tuskegee Institute, Alabama. Money has been furnished to trainees who are relocating in areas where there are training-related jobs available. However, money does not seem to be the total solution. After extensive and intensive efforts to make money management, time budgeting, and other personal-social developments real to the students, we find that these efforts do not always carry over to the "free world" spontaneously. Our graduates do well on the job, but get into trouble during their leisure hours. There seems to be a strong correlation between inability to adjust and length of time spent in institutions. Some have spent more years inside institutions than they have outside. They have little concept of "free world living" and quite often will intentionally violate parole so that they will be returned to the life which they understand.

It is our conclusion that these people need a transitional adjustment period with intensive guidance and more training over a long enough period to enable them to accept the outside world and to learn to cope with problems rather than to run away from them.

Appendix F

A Follow-up Report of a Study on Draper's College Corps

A FOLLOW-UP STUDY OF DRAPER'S COLLEGE CORPS*

In the summer of 1963, Alabama was involved in a pioneering step toward the employment and utilization of subprofessionals in correctional programs. Two college students were employed as research assistants in the Experimental Academic Project. Their success, and the success of subsequent College Corpsmen has been a highly significant outcome of the Draper projects.

These projects are being conducted at Draper Correctional Center by the Rehabilitation Research Foundation. The Experimental Academic Project began in April of 1962 as a research study in the rise of programmed instruction with a prison population. The Vocational Experimental-Demonstration Project began in October, 1964, and is engaged in equipping offenders with skills in several trade areas. The Vocational Project also offers remedial education, counseling, personal-social skills development, and job placement and follow-up services. We now rely heavily on College Corps staff members to perform duties in all phases of the projects.

The College Corps was created to investigate the following hypotheses: (1) College students can provide a source of labor that is economical yet competent, and that these students can successfully manage many of the operations of the academic and/or remedial programs, as well as be of valuable assistance in the counseling programs. (2) The college student will be accepted by the inmate as someone with whom to relate and identify, and the college student, by serving as a model, will exercise valuable behavior-shaping potential.

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*The Draper E&D Projects are supported by the National Institutes of Mental Health and by the U. S. Departments of Labor and Health, Education, and Welfare under the Manpower Development and Training Act.

(3) Such employment of college students, if their work proves successful, can be beneficial in other phases of the institutional program and such employment will serve to attract qualified persons to the field of corrections.

Some of the College Corpsmen are involved in practicum study for which they receive college credit. In order to receive practicum credit a corpsman must get the approval of the college or university which he attends. A candidate for a corpsman position should be a junior, senior, or graduate student who is in the upper one-half of his class, possesses positive personality traits, such as good human relations skills, initiative and drive and an interest in this type of work.

The college student is under the direct supervision of qualified personnel. The program directors of the Experimental Academic Project and Vocational E&D Project have master's degrees with advanced work toward the doctorate. The project director has a Ph.D. in clinical psychology. The in-service training program conducted by staff members and outside consultants proves very beneficial to the College Corpsmen. Their work at Draper and the opportunity to attend the training programs are of value to them regardless of the vocational goals to which they may aspire.

Draper's Warden spends a great deal of time with the College Corpsmen, since most of them live on the prison reservation near him. The Warden has been acclaimed as one of the more able and progressive prison administrators in the nation. His process of reshaping convict culture is probed in depth by the college students. They are able to gain insight into the prison organization, its custodial staff, the projects' personnel, and the inmates' reaction and interactions.

In many instances the inmate will relate to the college student who is near his own age more readily than he would to an older person. Without exception, the college students have been accepted by inmates; and they spend much time interacting. During break periods, inmates and College Corpsmen engage in frequent "bull sessions." The inmates, who have long since recognized College Corps members as "good guys" and not oddities or "squares," do identify with them. As role models, the college corpsman influence inmates to further their own intellectual and emotional developments.

The College Corps has been well received by the institutional staff. Careful selection of the college students and their proper orientation have very likely contributed to this reception. Also, because the salary of $330 per month is above what an undergraduate student would normally expect to earn, we have been able to get superior students.

In order to further investigate the value of the College Corps to the correctional institution and to determine the effect of the experiences on the College Corps, a follow-up study was conducted. Through this study, we hoped to determine the following:

1. Did the Corpsman return directly to college after his employment at Draper?
2. In general, were the experiences of the Corpsmen meaningful and rewarding?
3. In what ways did his experiences help him either as a student or in his work?
4. How many actually have vocational goals aimed at correctional or related work?

A questionnaire was designed and mailed out to all of the former College Corpsmen; each of them replied.

To date, 47 College Corpsmen from 15 different colleges and universities have worked in the projects. These colleges were as follow:

In-state	Out-of-state
Alabama College	The Citadel
Alabama School of Law	Florida State University
Auburn University	Kalamazoo College (Michigan)
Huntingdon College	Tulane University
Troy State College	University of North Carolina
University of Alabama	University of Southern Mississippi
University of South Alabama	University of Texas
Livingston State College	

Of interest also is the undergraduate major of these College Corpsmen. They include the following:

Subject	No. of Corpsmen
Psychology	23
Sociology	3
Business and Economics	4
Theatre & Speech	3
Education	3
Mathematics	4
Guidance & Counseling	4
Other	3

That psychology was the major of a large number of the Corpsmen is due, in part, to the interest in the projects and the subsequent referrals by the departments of psychology of the various colleges.

Of the 30 students who did not have their bachelors degree when working in the projects, 29 returned to college. Five now have master's degrees and two have Ph.D.'s. Eleven are presently in graduate school.

Of the respondents to the follow-up questionnaire, all but one stated that his experiences as a College Corpsman had been highly meaningful. These quotations from former Corpsmen indicate the experiences judged to be most meaningful to them.

"Contact with inmates; learning what they're really like"
"Working with the Warden"
"Interaction with the inmates"
"Learning about new educational techniques for the disadvantaged"
"Learning about the operation and characteristics of prison sub-cultures"
"Learning about the Alabama Penal System and correctional systems in general"
"In-service training opportunities"
"Exposure to the 'Southern' side of many issues" (Corpsman from Kalamazoo College)

The degree of applicability of these experiences to a College Corpsmen's particular occupational goal varied widely as expected. But the great majority judged their work at Draper to have been highly rewarding.

Three "graduates" of the College Corps program have entered full-time work in corrections; two are directly employed by the Alabama Board of Corrections and one returned to work in the NIMH Experimental School within Draper Correctional Center. Three are to related work, such as child welfare and Neighborhood Youth Corps projects. The 15 who are still in undergraduate or graduate school indicate that their occupational goals are in the broad field of social services, such a mental health work, social work, teaching, law, public health, Christian ministry, and corrections.

In working directly with a youthful offender population, College Corpsmen have a rare opportunity to gain personal insight into the educational and behavioral deficiencies of this group. The Corpsmen also have the opportunity to develop emotionally and intellectually through supervised, on-the-job training. Many have stated that the chance to observe and participate in an "action program" has added new relevance to their course work upon return to campus. In summary, the use of College Corpsmen in the Experimental Projects in Education and Human Development has been invaluable from the standpoint of the Projects' functioning. At the same time, this select group of college students, judging from their own reactions, has been provided with an interesting and beneficial experience.

Appendix G

Supplementary Outline for Course of Study

Personal Social Relations

W. Malon Graham

SUPPLEMENTARY - OUTLINE FOR COURSE OF STUDY

PERSONAL AND SOCIAL RELATIONS

W. M. Graham

OBJECTIVE: To develop personal and social skills that are necessary to function as a productive responsible citizen in a free society.

SUBJECTS COVERED:

1. Communications
    - a. What is communications?
    - b. The role of communications in our lives
    - c. Speaking and listening
    - d. Reading and writing
    - e. Reading program
2. Personal Management and Personality Development
    - a. Etiquette
    - b. Grooming
    - c. Managing money
    - d. Scheduling time
    - e. Principles of mental health
    - f. Developing confidence
3. Intellectual Habits
    - a. Memory development
    - b. Decision making
    - c. Problem solving
4. Social Relations
    - a. Human relations principles
    - b. Citizenship
    - c. Problems of parolees

5. Basic Economics
    - a. Free enterprise
    - b. The capitalistic system
    - c. Supply and demand

6. Laws Affecting Workers
    - a. Social Security
    - b. The Wage-Hour Law
    - c. Workman's Compensation
    - d. Tax laws
    - e. Hazardous occupations

7. Current Events
    - a. What's going on in the Community?
    - b. What's going on in the State?
    - c. What's going on in the Nation?
    - d. What's going on in the World?
    - e. What's going on in the Universe?

DISTRIBUTIVE EDUCATION

OBJECTIVE: To develop basic knowledge and skills necessary to market goods and/or services in a free society.

1. Basic Salesmanship
    - a. Principles of salesmanship
    - b. Steps of a sale
    - c. Psychology of selling

2. Sales Promotion
    - a. Types
    - b. Advertising
    - c. Imagination in selling

3. Credit
    a. Types of credit
    b. Financing
4. Merchandise Information
    a. Ordering
    b. Receiving
    c. Checking
    d. Marking
    e. Inventory control

REFERENCE MATERIALS FOR SUPPLEMENTARY EDUCATION

COMMUNICATIONS

______ Say What You Mean (16mm Motion Picture)

______ Why Do People Misunderstand Each Other? (16mm Motion Picture)

______ One Thing You Can't Hide (Recording from Earl Nightingale, "Lead the Field" Series)

______ Phonics)
______ Intermediate Reading Program) Film & workbook using the PerceptoScope
______ Advanced Reading Program) distributed by Link Enterprises, Inc.,
______ Mechanics of Language) Montgomery, Alabama

______ The Turner-Livingston Reading Series (Follet Publishing Company, NYU Press, NYC)

ETIQUETTE

______ Introduction to Table Manners (Programmed Lesson, MDTA Project, Rehabilitation Research Foundation, Box 1107, Elmore, Alabama 36025)

______ Manners Make a Difference (Eye-Gate Filmstrip Series, Eye-Gate House, Inc., 146-01 Archer Avenue, Jamaica 35, New York)

HEALTH

______ Your Body and How to Take Care of It (Eye-Gate Filmstrip Series)

MONEY MANAGEMENT

______ Introduction to Credit (Programmed Lesson MDTA Project, Rehabilitation Research Foundation, Box 1107, Elmore, Alabama 36025)

______ A New Look at Budgeting) Filmstrip Series
______ Your World & Money) Money Management
______ Your Money's Worth in Shopping) Household Finance Corp.
______ Managing Your Clothing Dollar) Prudential Plaza
______ Focus on Food Dollars) Chicago 1, Illinois

MONEY MANAGEMENT (Continued)

______ Payday Pitfalls (16 mm Motion Picture)

______ Let's Talk About Money (Recording from Earl Nightingale, "Lead the Field" Series)

HUMAN RELATIONS & PERSONALITY DEVELOPMENT

______ Personal Appearance & Hygiene (Workbook, The University of Texas, Division of Extension, Industrial & Business Training, Austin, Texas)

Filmstrips: (Eye-Gate)

______ Character Makes a Difference (Series of 9 strips)

______ Fundamentals of Thinking (Series of 9 strips)

______ Your Educational Goals (Series of 4 strips)

______ Economical Study Habits

______ It's Easier to Win) Recordings from Earl Nightingale,
______ The Magic Word (Attitude) "Lead the Field" Series

16mm Motion Pictures:

_____ Inner Man Steps Out

_____ If I Were You

_____ For Which We Stand--To Be Held in Honor

_____ No Man Alone

_____ Jealousy

_____ How Much Affection?

_____ Is This Love?

_____ Feeling of Depression

_____ Feeling of Hostility

_____ Feeling of Rejection

CITIZENSHIP

______ What Makes Democracy Great? (Filmstrip)

______ Democracy In Action (9 Eye-Gate Filmstrip)

16mm Motion Pictures:

_____ Freedom and You

_____ My Country Tis of Thee

_____ Heritage of Freedom

_____ Old Glory

ECONOMICS

Filmstrips:

_____ Arithmetic & Business

_____ Understanding Insurance

_____ Money & Banking

_____ Occupational Education

_____ Fundamentals of Economics (Series of 8 strips, Eye-Gate)

DISTRIBUTIVE EDUCATION

Reference and Workbooks available from University of Texas, Division of Extension, Industrial & Business Training, Austin, Texas

_____ Arithmetic for Distribution

_____ Stockkeeping

_____ Receiving, Checking, and Marking

_____ Retail Credit Fundamentals

_____ Merchandising

_____ Principles of Merchandise Display

_____ Advertising

_____ Distributive Education-Basic Instruction Series-1st year

_____ Distributive Education-Basic Instruction Series-2nd year

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